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California State College
San Bernardino

THE READABILITY OF PRE-SPUTNIK AND POST-SPUTNIK
BASAL READING TEXTS AS MEASURED BY THE
SPACHE READABILITY FORMULA

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
In
Education: Elementary Option

By

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1976

APPROVED BY:


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CHAPTER I

PRESENTATION OF THE PROBLEM

Introduction

Most educators and psychologists agree that to encourage a child to develop to his fullest potential involves helping the child conceive of himself as a valued entity. As a valued entity, the child is entitled to experience felt competency in some area of learning and ability to learn most things to a degree. A child should not have a complete sense of failure in any subject due to a total lack of skill in it. He should be able to know that he is at least minimally competent in all subject areas.

However, many children early in their educational careers are being "branded" as a success or as a failure in the area of reading. This subject area of reading is being assigned major emphasis in educational circles. Reading has become equated in education with success. Results in no other subject reflect the "bettering" or the "battering" of a child's ego as much as this particular area. W. Cabell Greet said, "I doubt there has ever been a time when learning and teaching reading have seemed more important or aroused more debate."¹

¹W. Cabell Greet, Foreword to On Their Own in Reading, by William S. Gray (Glenview, Ill.: Scott, Foresman & Company, 1960), p. ix.

As far back as 1948 experts in the area of reading were thinking about the importance of individualization. Emmett A. Betts said, ". . .the problem of adjusting instruction to individual differences is now recognized as a major concern of every teacher . . ."¹

He goes on to state, "In many schools instruction is calendar dictated. That is, children are expected to progress at a specified rate. Developmental data, however, contradict this notion." Further, he said, "At each grade level the book carrying that grade level designation is used as the prescription for undifferentiated mass instruction of all the children in the class."²

William S. Gray³ agreed with Betts. He felt that children of any group differed in mental ability, in background of experience, their ability to read, interests, and the kind of help needed. He said that a good curriculum took all this into account and made adjustments for each child so that each could achieve a recognized goal.

In 1961 much concern in reading was on helping pupils to achieve desirable personal and social adjustment

¹Emmett A. Betts, "Adjusting Instruction to Individual Needs," Reading in the Elementary Schools, in Forty-Eighth Yearbook of the National Society for the Study of Education, pt. 2 (Chicago, Ill.: University of Chicago Press, 1949), p. 266.

²Ibid.

³William S. Gray, "Reading As An Aid in Learning," Development In and Through Reading, in Sixtieth Yearbook of the National Society for the Study of Education, pt. 1 (Chicago, Ill.: University of Chicago Press, 1961), p. 233.

and develop a sense of adequacy and good self-concept. There was community criticism that the interest in the "whole child" was leading away from teaching a sound foundation in the traditional fundamental reading skills.¹

Yet, in the sixties as now, "Once a pupil is convinced that he cannot learn to read, his progress is low, indeed."²

There was public concern for a "return to phonics" and an expectation that schools should make the teaching of reading one of its central objectives.³

By 1968 there was concern over specific ideas related to reading and what it encompassed. More mention was made of reading objectives and precisely what a child had to learn in order to be able to read. For example, word study skills were broken down into components such as consonant sounds, consonant clusters, consonant digraphs, vowel sounds, and diphthongs with objectives specified for each. Performance objectives were also specified for reading comprehensions and oral vocabulary. The field of

¹Margaret S. McKim, "Reading in the Primary Grades," Development In and Through Reading, in Sixtieth Yearbook of the National Society for the Study of Education, pt. 1 (Chicago, Ill.: University of Chicago Press, 1961), p. 282.

²Ibid., p. 263.

³Emmett A. Betts and Ralph C. Preston, "The Role of the Community," Development In and Through Reading, in Sixtieth Yearbook of the National Society for the Study of Education, pt. 1 (Chicago, Ill.: University of Chicago Press, 1961), p. 98.

linguistics was being utilized as it applied to reading.¹

In addition, emphasis was being placed on reading-readiness, pre-school reading,² and the use of machines for the teaching of reading.³ More material was coming out on diagnosis and remedial instruction in reading. Educators were concerned with reading disability and dyslexia, prescriptive teaching, and individualization.⁴

These movements in the field of reading continue as current concerns of the times and have resulted in a growing emphasis on reading in the schools. Another movement has been the introduction of accountability. Legislative edicts now require establishment of a formal and continuous program of state and district testing in reading. This state and district testing is followed by a reading program which evaluates and documents each step of a child's

¹Theodore Clymer, "What Is Reading?" Innovation and Change in Reading Instruction, in Sixty-seventh Yearbook of the National Society for the Study of Education, pt. 2 (Chicago, Ill.: University of Chicago Press, 1968), p. 9.

²Dolores Durkin, "When Should Young Children Begin to Read?" Innovation and Change in Reading Instruction, in Sixty-seventh Yearbook of the National Society for the Study of Education, pt. 2 (Chicago, Ill.: University of Chicago Press, 1968), pp. 44-45.

³Mildred L. Wittick, "Reading Instruction for Beginners," Innovation and Change in Reading Instruction, in Sixty-seventh Yearbook of the National Society for the Study of Education, pt. 2 (Chicago, Ill.: University of Chicago Press, 1968), pp. 94-95.

⁴Albert J. Harris, "Diagnosis and Remedial Instruction in Reading," Innovation and Change in Reading Instruction, in Sixty-seventh Yearbook of the National Society for the Study of Education, pt. 2 (Chicago, Ill.: University of Chicago Press, 1968), p. 160.

development in reading. By the same token, with all the prescriptive and diagnostic teaching, more and more children have been branded with the label of "below grade level" in their placement in reading texts.

Reading is often begun in pre-school programs and has become a definite "subject" in kindergarten. The child learns that the most important subject at school is reading. His success or failure as a person when measured by parents and teachers is apt to be tied to this academic skill.

The emphasis upon achieving reading success earlier in the child's life means that some children can be labeled as "below grade level" from the very start of their school career. This, in turn, affects the child's self-concept. The child often picks up the concern of both his parents and teachers over his "below grade level" placement. Many times this concern causes the child, the parents, and the teacher to have serious doubts about the child's potential for success as a person.

As a prelude to this study, six teachers were informally interviewed (see Appendix A-1) concerning their expectations in reading. The interviewed teachers had taught reading at the elementary level for most of the years the adopted texts sampled in this study were in use. Four teachers had been first grade teachers. Two teachers had taught reading at the primary and upper elementary grades (4th-6th).

Each teacher was asked four questions (see Appendix A-1). The first question was: What were the elements you considered essential to success in reading at your level?

To this, teachers responded as follows: One first grade teacher felt that a positive attitude toward reading was the most important element in insuring reading success. A second first grade teacher felt that being able to read at the child's ability level indicated reading success. Four of the teachers felt reading success involved interest in reading and readiness.

All first grade reading teachers agreed that the measure of success for first grade was completion of the pre-primers and primers and possibly a start in the first grade reader.

A second question was: Were there as many children considered "below grade level" in reading when you first taught reading as now?

"Below grade level" is defined in this study as a situation in which the child's functional reading level is below his chronological grade level. All teachers interviewed felt there had been more children considered "below grade level" in recent years than in earlier years when different state text adoptions were used.

However, the teachers interviewed felt that children's exposure to TV, radio, colorfully prepared magazines, better children's literature, more field trips, and family travel, and varied experiences should result in more

children reading at grade level than in earlier years. Since vocabulary is such an important part of reading, the teachers felt the aforementioned elements of a child's life have been instrumental in enlarging children's vocabularies over the years. Therefore, it should follow that more children should be at grade level in reading.

The third question was: Was the community reaction to children functioning below grade level in reading as negative or more negative than it now is?

Various comments were made on community reaction to children reading below grade level. Two teachers felt that reading expectations for children were higher now than before because of the pressures of testing. They felt that pressures were exerted on both teachers and pupils. One teacher commented that because of testing pressures, teachers who attempted to individualize still tended to "put children in a mold," i.e., to classify children in terms of test results.

According to those interviewed, more parents are directly involved in schools than ever before. Still many parents do not understand the reading process. They, therefore, put undue pressure on children and teachers.

Three teachers interviewed saw the parents today as being threatened if their child was labeled as "average" in reading or learning ability. They felt the majority of parents wanted to be told their child was "above average" in reading and learning ability.

The fourth question was: Do you think the basal texts are more difficult now and are our reading expectations higher?

The interviewed teachers agreed that teachers' reading expectations for children are very high. All interviewed teachers saw the basal texts now as having better teacher material than ever and as being more interestingly written for children. The presentation of new words was felt to be consistent and more helpful for children. All teachers thought the present basal texts were more difficult than in previous adoptions taught by them.

The Sputnik launching in 1957 could have been a factor in upgrading basal texts and in raising academic expectations for children. This launching left the American people and educators with the feeling that American education somehow did not measure up. Much was written on how far behind education was, particularly in the technical subjects, such as science and math. A major educational emphasis was then placed on science and math. More students were encouraged to specialize in these fields.

Soon the entire mathematics curriculum was advanced and revamped. The changes were suggested for all levels from kindergarten through high school. Math concepts that used to be considered appropriate for high school were introduced at the elementary level. The assumption seemed to be that the United States must raise more mathematicians

and scientists to enable us to survive as a nation and to continue to compete for Space.

Another school subject that was affected by this pressure for academic learning was reading. Societal pressure can cause learning problems. The pressure in the area of reading has resulted in many children being branded "failures" at an earlier age. Because of this many children have developed a poor concept of themselves as students and have "turned off" reading and other academic subjects. Children branded "failures" are usually those who are considered "below grade level" in reading regardless of their ability. "Below grade level" means the child's functional reading level is in a basal text below his chronological grade level. In other words, he reads with understanding and reasonable fluency only in a basal text designed for a lower level.

The specified level assigned by publishers of reading texts has been used as a guide in placing children in a basal reader and in reading programs. Readability refers to the reading ease and/or difficulty of a given passage, text or other book. Readability can be ascertained by various methods through the measurement of such factors as content, complexity of the language, clause length, and others. Formulas have been developed to measure these factors. Publishers have set up their own classifications of readability. Textbook committees and other commissions usually regard the publisher's judgment as unquestionable.

At times the judgment of a publisher's readability designations needs questioning.¹

Since no empirical studies could be found that investigated the effects of the aforementioned academic push for depth and rigor in curriculum upon our present reading programs, this study is attempting to examine this problem. Specifically, it proposes to investigate the suspected increase in reading difficulty of basal reading texts since 1957 and Sputnik.

Chapter II deals with a review of the literature on readability formulas and methods of determining reading ease. A readability formula uses certain language factors to determine the reading ease or reading difficulty of a given text. A review of the research on readability was needed to determine the best formula for checking readability of basal texts used in this study.

Statement of the Problem

The problem to be dealt with in this research may be stated in terms of two questions:

1. Has the readability of basal reading texts for the "top" group in each of the primary grades (1-3) increased in difficulty since the advent of Sputnik in 1957?
2. If the readability increased in difficulty, is that increase significant?

¹George D. Spache, Good Reading for Poor Readers (Champaign, Ill.: Garrard Publishing Company, 1966), p. 27.

Definition of Terms

Basal reading texts

This term refers to those reading books adopted and purchased by the state to be used in the classroom as primary material for the basic reading programs.

Below grade level

This term is defined in this study as a situation in which the child's functional reading level is below his chronological grade level. The term refers to the functional reading level of children based on test scores, teacher testing, and teacher judgments. It does not mean testing scores only. The publisher's designation of readability is also accepted in this method of placement.

Primary grade level

This term refers to grades 1, 2, and 3.

Readability

This term refers to reading ease as measured by the Spache Readability Formula.

Significant increase

For the purpose of this study an increase or decrease of five or more months will be accepted as a significant change.

Hypothesis

1. There has been no significant increase in the difficulty of basal reading texts for the "top" group

in each of the primary grades (1-3) since the advent of Sputnik in 1957.

Method

Procedure: In this study one textbook will be selected for each grade level of the three primary grades, beginning with the 1948 adoption and followed by the 1955, 1962, and 1969 adoptions. All of the books will be basal readers considered as representative of texts written for the "top" reading groups in the three primary grades (see Appendix B-1). Each book will be assigned the grade level designation of the publisher, i.e., first reader 1.8, second reader 2.1, and third reader 3.3.

In his research on readability, Clymer¹ concluded that three samples from one book could be considered a precise estimate of that text. Anything beyond fifteen samples was considered unwarranted for a precise estimate. Therefore, for this project, it has been decided to take eight samples from each of the twelve state-adopted readers for grades 1-3. Three samples will be taken from the first third of each text, two samples from the middle third, and three samples from the last third. Each sample will consist of 100 words. No samples will be consistently taken from the beginning or end of chapters.

The criteria of average sentence length and

¹Spache, Good Reading for Poor Readers, p. 143.

proportion of hard words were selected by Spache¹ as most indicative of difficulty in primary reading; therefore, the average sentence length and the number of hard words will be determined for each sample in this study. The hard words are defined as any word not included on Stone's Revised Word List (see Appendix C-2). The number of words not listed on Stone's list will be charted also. Spache's readability formula will be used to determine the reading difficulty of each text (see Appendix C-1). Once grade levels are established for each book, the grade levels for each year will be charted by comparing with Spache's table for quick computation (see Appendix C-3). It will then be possible to note any changes in the difficulty of the primary readers at four intervals between the years 1948-1969.

Delimitations

The study will be limited to the use of California state adopted basal reading texts grades 1-3, with the population being a sample of these texts. The sample could be systematically different from other samples of state texts in California and in other states.

Limitations

1. This study will measure the readability of texts in use during the years of 1948, 1955, 1962, and

¹Spache, Good Reading for Poor Readers, p. 141.

1969 only. It does not represent samples from texts used in other years.

2. This study will use texts listed on the state requisition forms (see Appendix D-3-7) as being adopted and purchased in 1948, 1955, 1962, and 1969.

3. When two adoptions are listed as basal texts, the sample texts chosen will be the most frequently used texts according to teachers in Riverside Unified School District.

4. The samples chosen from the texts would not necessarily be chosen by any other study for sampling purposes.

Statistical Analysis

The first part of the statistical analysis consists of applying Spache's Readability Formula¹ to determine the readability of the basal reading texts (grades 1-3) for the years 1948, 1955, 1962, and 1969. The complete formula is $\text{Grade Level} = .141 \text{ average sentence length per } 100 \text{ words} + .086 \text{ percent hard words} + .839$ (see Appendix C-1).

Once the readability of each of the several texts for each grade level is determined, it will be put on tables 1, 2, and 3. These tables will show the text sampled, the year of the text, pages from which the samples were taken, readability score for each of the samples, and the means for the text sampled. Table 1 (p. 34) will

¹Spache, Good Reading for Poor Readers, p. 143.

contain all samples taken from First Grade texts. Table 2 (p. 39) will contain all samples from Second Grade texts, and Table 3 (p. 45) will contain all samples from Third Grade texts.

Figure 1 (p. 28) will show the readability scores obtained from the sample pages from First Grade Reader, Down the Road. It will show the changes in readability throughout the text and the mean score. Figure 2 (p. 29) will show the readability scores obtained from the sample pages from First Grade Reader, Happy Times. It will show the changes in readability throughout the text and the mean score. Figures 3 and 4 (pp. 30, 31) will show readability scores and changes in readability throughout each text for the other two First Grade Readers. Figure 5 (p. 32) will show the means of the several scores for each of the four First Grade texts for 1948, 1955, 1962, and 1969.

Figure 6 (p. 33) will show the readability scores obtained from the sample pages from Second Grade Reader, In New Places. It will show the changes in readability throughout the text and the mean score. Figures 7, 8, and 9 (pp. 35, 36, 37) will show readability scores and changes in readability throughout each text for the other three Second Grade Readers. Figure 10 (p. 38) will show the means of the several scores for each of the four Second Grade texts for 1948, 1955, 1962, and 1969.

Figure 11 (p. 40) will show the readability scores obtained from the sample pages from Third Grade Reader.

From Sea to Sea. It will show the changes in readability throughout the text and the mean score. Figures 12, 13, and 14 (pp. 40, 41, 42) will show readability scores and changes in readability throughout each text for the other three Third Grade Readers. Figure 15 (p. 43) will show the means of the several scores for each of the four Third Grade texts for 1948, 1955, 1962, and 1969.

Figure 16 (p. 46) will show the readability of each of the several texts for each grade level. The readability scores will be represented on Figure 16 by means of the following symbols:

<u>Text</u>	<u>1948</u>	<u>1955</u>	<u>1962</u>	<u>1969</u>
First Grade Reader	R1:48	R1:55	R1:62	R1:69
Second Grade Reader	R2:48	R2:55	R2:62	R2:69
Third Grade Reader	R3:48	R3:55	R3:62	R3:69

The Reader grade one for 1948 is shown as R1:48 since 1948 is the first year readers were sampled. The Reader grade one for 1955 is designated as R1:55 since 1955 is the second year readers were sampled. The Reader grade one for 1962 is designated R1:62 and the Reader grade one for 1969 is designated R1:69.

The Reader grade two for 1948 is shown as R2:48 since 1948 is the first year readers were sampled for the second grade. Similarly, the Reader grade two for 1955 is designated as R2:55. R2:62 is the acronym for the

second grade reader sampled in 1962 and R2:69 is the second grade reader sampled in 1969.

Likewise, the Third Grade Readers for the four years sampled are shown as R3:48, R3:55, R3:62, and R3:69 respectively.

A listing of the texts used may be found in Appendix B.

Figure 16 (p. 46) will show the readability of each of the several texts for each grade level. First Grade Readers will be represented with a short broken line. Second Grade Readers will be represented with a long broken line, and Third Grade Readers will be represented with a solid line. The figure will show the years 1948 and 1955 as pre-Sputnik years, and years 1955 and 1962 will be shown as post-Sputnik years. The Reader grade one for 1948 will be represented as a black point on the short broken line under the year 1948. The other Readers grade one will be shown as black points under the years 1955, 1962, and 1969 respectively.

The Reader grade two for 1948 will be represented as a black point on the long broken line under the year 1948. The other Readers grade two will be shown as black points under the years 1955, 1962, and 1969 respectively.

Similarly, the Readers grade three will be black points on the black solid line under the years 1948,

1955, 1962, and 1969.

A listing of the texts used may be found in
Appendix B.

CHAPTER II

REVIEW OF THE LITERATURE

Readability research dates back into the previous century. George D. Spache¹ in his book Good Reading for Poor Readers suggests that many books such as library books and textbooks should be evaluated for readability. Spache states that one of the first analysis of reading materials was done by Rubakin, a Russian in 1889. Rubakin noted that the two main obstacles to readability were apparently (1) unfamiliar vocabulary and (2) too many long sentences. Spache later incorporated these factors into his own readability formula.

Spache² lists Sherman as the first American researcher on readability. Sherman's study was the first to justify the use of sentence length for a sampling technique. Others who furthered research in readability and readability formulas were Thorndike,³ who did a monumental study on the frequency of the use of words, and Gray and Leary⁴ with their complex study in 1934 on 20 significant factors of

¹Spache, Good Reading for Poor Readers, p. 30.

²Ibid.

³Ibid.

⁴Ibid, p. 29.

readability. Smith¹ arrived at a formula based on the average number of characters per word and number of words per sentence.

John R. Bormuth did research on the cloze procedure in determining readability. He believed that a number of variables could be used for determining readability other than using entire passages. Cloze tests or practice exercises are constructed by deleting words in a regular manner from a passage. Underlined blank spaces are substituted for the words which are omitted. Students taking cloze tests or exercises attempt to fill in the space with appropriate words. Bormuth claimed that both expense and time could be saved with the use of the cloze test. According to Bormuth, "A cloze test can be made over any passage by replacing every fifth word with an underlined blank space of a standard length."² However, Spache³ suggests that the cloze procedure should be further researched for full relevance.

The three leading readability formulas up to 1953 were the Flesh, the Lorge, and the Dale-Chall. Spache⁴

¹Spache, Good Reading for Poor Readers, p. 31.

²John R. Bormuth, "Cloze Test Readability: Criterion Reference Scores," Journal of Educational Measurement 5 (Fall 1968):189-96.

³Spache, Good Reading for Poor Readers, p. 31.

⁴George D. Spache, "A New Readability Formula for Primary Grade Reading Materials," The Elementary School Journal 53 (March 1953):410-13.

felt that these formulas were not applicable to material written below grade 4. Austin, Bush, and Huebner¹ in their book Reading Evaluation list the same formulas for measuring readability. They agreed with Spache that both the Dale-Chall and Lorge formulas were for measuring material harder than the primary grade level. Verna D. Anderson² in Reading and Young Children lists the same formulas for use in measuring readability.

Staiger³ did a study incorporating certain language factors to determine primary textbook readability. He listed six general categories as his classifications: (1) word length factors, (2) word use factors, (3) word form factors, (4) word function factors, (5) sentence and paragraph factors, and (6) punctuation factors.

Coke and Rothkopf⁴ established a high positive correlation between Flesh's Reading Ease scores based on a man-made syllable count and computer-produced scores which were based on vowels-per-word. Coke and Rothkopf felt more computer-based "reading ease" measures are being used

¹Mary C. Austin, Clifford L. Bush, and Mildred H. Huebner, Reading Evaluation (New York: The Ronald Press Co., 1961), pp. 120-21.

²Verna D. Anderson, ed., Reading and Young Children (New York: The Macmillian Company, 1948), p. 264.

³Ralph C. Staiger, "Certain Language Factors in the Readability of Primary Reading Textbooks," Journal of Educational Research 48 (April 1955):589-96.

⁴Esther U. Coke and Ernst Z. Rothkopf, "Note on a Simple Algorithm for a Computer-Produced Reading Ease Score," Journal of Applied Psychology 54 (June 1970):208-10.

because publishers are converting to computer-readable forms.

Another evaluation of Flesh's formula was made by Hayes, Jenkins, and Walker.¹ Flesh's formula measures "reading ease" and "human interest." This study was conducted to determine the reliability of those elements. "Reading ease" reliability scores were quite high for the materials used. Scores on the "human interest" element were not considered reliable. They concluded, however, that the formula was sufficiently objective to be used in estimating reading ease and human interest of written materials.

Various experiments in readability of material using complexity of the language, content word ratio, and clause length were conducted by E. B. Coleman² for the improvement of readability tests. Manzo³ did work on readability along with Janz and Smith⁴ who checked secondary school level reading materials.

¹Patricia M. Hayes, James J. Jenkins, and Bradley J. Walker, "Reliability of the Flesh Readability Formula," Journal of Applied Psychology 34 (February 1950):22-26.

²Edward B. Coleman, "Experimental Studies of Readability," Elementary English 45 (March 1968):316-24.

³Anthony V. Manzo, "Readability: A Postscript," Elementary English 45 (November 1970):962-65.

⁴Margaret L. Janz and Edwin H. Smith, "Students' Reading Ability and the Readability of Secondary School Subjects," Elementary English 5 (April 1972):622-24.

The study of John T. Guthrie¹ regarding learnability and readability sought to determine whether learnability, or the extent to which new learning results from reading a passage, could be measured by the classic formula for readability. He concluded that it could be.

Edward Fry states, ". . .there are no rigorous standards of just what is 4th grade difficulty as opposed to 5th grade difficulty."² He felt that there is a loose agreement between publishers and educators on grade level based on a number of factors. The Fry procedure involves little or no calculations; one arrives at estimations of readability by use of a graph.

Readability studies have been done with other content areas in mind. One area is substantive content which Sara Goodman Zimet³ made the theme of her book What Children Read in School. Johnson and Vardian,⁴ Roe,⁵

¹John T. Guthrie, "Learnability Versus Readability of Texts," Journal of Educational Research 65 (February 1972):273-79.

²Edward Fry, "A Readability Formula That Saves Time," Journal of Reading 11 (April 1968):513-16.

³Sara Goodman Zimet, What Children Read in School: Critical Analysis of Primary Reading Textbooks (New York: Grune & Stratton, Inc., 1972), p. 1.

⁴Roger E. Johnson and Eileen B. Vardian, "Reading, Readability and Social Studies," The Reading Teacher 7 (February 1972):483-88.

⁵Betty Daniel Roe, "Readability of Elementary School Textbooks," Journal of Reading Specialists 9 (May 1970):163-68.

Newport,¹ and Symyrozum² also measured readability of textbooks for elementary and secondary children.

Austin, Bush, and Huebner list the use of Spache's formula for measuring readability. Austin, Bush, and Huebner state, "The need for a quick, objective measure of readability has resulted in the production of a number of readability formulas in the last quarter of a century. The most widely used formulas have been those developed by Lorge, Flesh, Dale and Chall, and Spache. The Spache Formula was devised to measure primary-grade material."³

Since the Spache Formula is the only one which is felt by reviewers to measure adequately primary readability, it is the formula chosen for this study. Spache⁴ established his formula with the use of Dale's Easy Word List. Clarence R. Stone⁵ critiqued Spache's technique in 1956. Stone established that 173 words from Dale's list were too hard. He formulated his own list by removing 173 of Dale's words and inserting 173 of his own. Stone felt the accuracy of Spache's formula would increase with this

¹John F. Newport, "The Readability of Science Textbooks for Elementary School," Elementary School Journal 66 (October 1965):53-56.

²Kenneth Symyrozum, "The Readability of Textbooks," Reading Improvement 7 (Fall 1970):41-45.

³Austin, Bush, and Huebner, Reading Evaluation, pp. 120-21.

⁴Spache, Good Reading for Poor Readers, p. 145.

⁵Clarence R. Stone, "Measuring Difficulty of Primary Reading Material: A Constructive Criticism of Spache's Measure," Elementary School Journal 57 (October 1956):36-41.

revised word list. In Spache's¹ book Good Reading for Poor Readers, the formula was revised to use Stone's word list.

Spache's formula is easy to use with primary material. Both the mathematical formula and the suggestions for applying the formula are clearly defined and easy to follow (see Appendix C-1). Spache felt that the accuracy of his formula compared favorably with that obtained from other readability formulas. In reference to the reliability of the formula, Spache said:

The probable error of estimate in predicting the grade level of a book by this method is 3.3 months. In other words, in half the predictions the error in estimating the grade level will be less than this amount. In the remaining predictions,² the error will probably be greater than three months.

The validity of the formula approach to estimating readability rests on the assumption that the formula shows the level of pupil reading ability needed to read the book successfully. This assumption has seldom been tested. However, Spache³ named the study by Staiger as one that used the actual pupil performance in oral reading errors and comprehension in scaling some primary reading selections from basal readers. After Staiger had scaled the selections, he compared his ranking with that obtained with Spache's formula and found a rank order correlation of .70 between

¹Spache, Good Reading for Poor Readers, p. 145.

²Ibid., p. 143.

³Ibid.

the two scalings. This implied a definite relationship between the formula and actual pupil performances in reading.

CHAPTER III

FINDINGS AND ANALYSIS OF RESULTS RELATED TO THE HYPOTHESIS

The purpose of this study was to evaluate the readability of California state basal reading texts assigned for grades 1-3 "top" reading groups between pre- and post-Sputnik years in order to see if the contents of the texts had increased in reading difficulty. In order to do this, 12 texts were sampled using the Spache Readability Formula.

This chapter briefly explains the methodology employed, the findings, and the presentation of data relating to the hypothesis.

Findings Related to the Samples

In the sampling of the 12 texts, Spache's suggestions (see Appendix C-1) were taken. In as many cases as possible sampling material avoided dialogue. When it was unavoidable, dialogue samples were used, particularly among first and second grade books which were high in dialogue. When dialogue samples were used, they were marked "dialogue." Samples were not consistently taken at the beginning or at the end of chapters.

All books were divided into thirds with three samples from the beginning, two samples from the middle,

and three samples from the end.

The requisition for state textbooks in 1948-49 (see Appendix D-3) listed only one set of basic reading textbooks for the primary grades. Down the Road was the first grade text. It was published by Silver Burdett Company. The book contained 183 pages of text from which samples could be drawn. According to plan, the book was divided into thirds with three samples taken from pages 6-55; two samples taken from pages 56-116; and three samples taken from pages 117-189. Down the Road was marked by the publisher as a First Reader. A readability score of 1.9 for the mean of 8 samples was obtained with Spache's formula (see Figure 1 below).

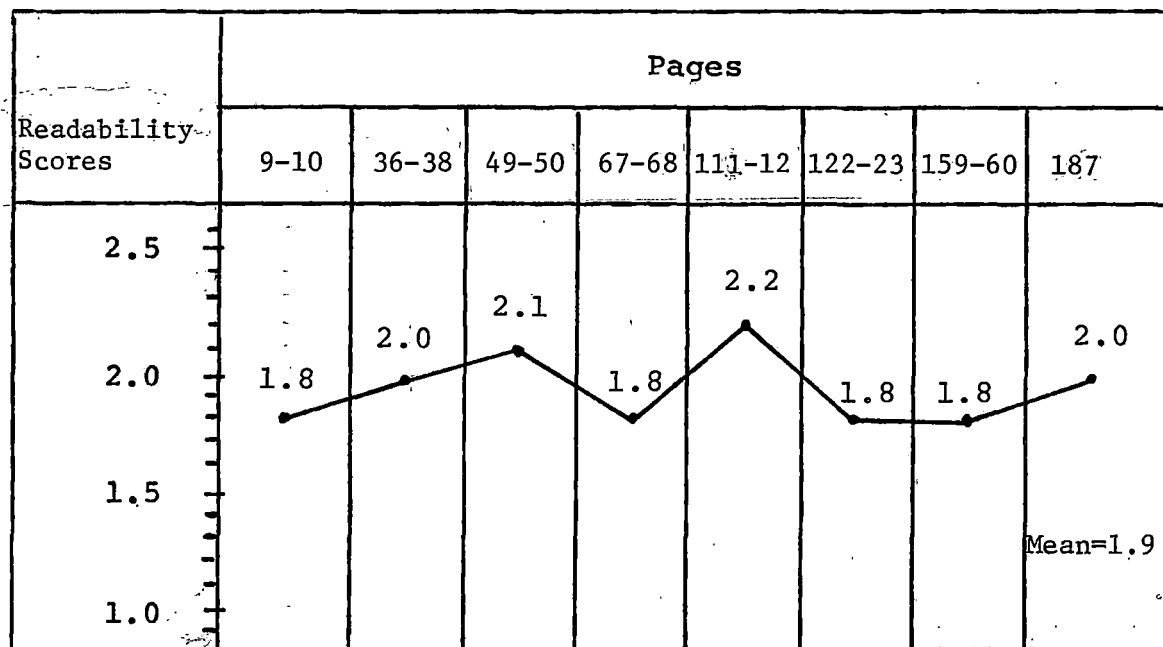


Fig. 1. Readability scores of selected pages from Down the Road, Silver Burdett Co., Pub., 1st grade text.

The requisition for state textbooks in 1955-56 (see Appendix D-4) listed only one set of basic readers for the primary grades. Happy Times was listed as the first reader according to the state requisition. It was published by Lyons and Carnahan. It contained 183 pages of text from which samples could be drawn. Three samples were taken from pages 2-63; two from pages 70-127; and the last three samples from pages 128-185. The sample from pages 67-69 contained dialogue. A readability score of 1.9 for the mean of eight samples was obtained with Spache's formula (see Figure 2 below).

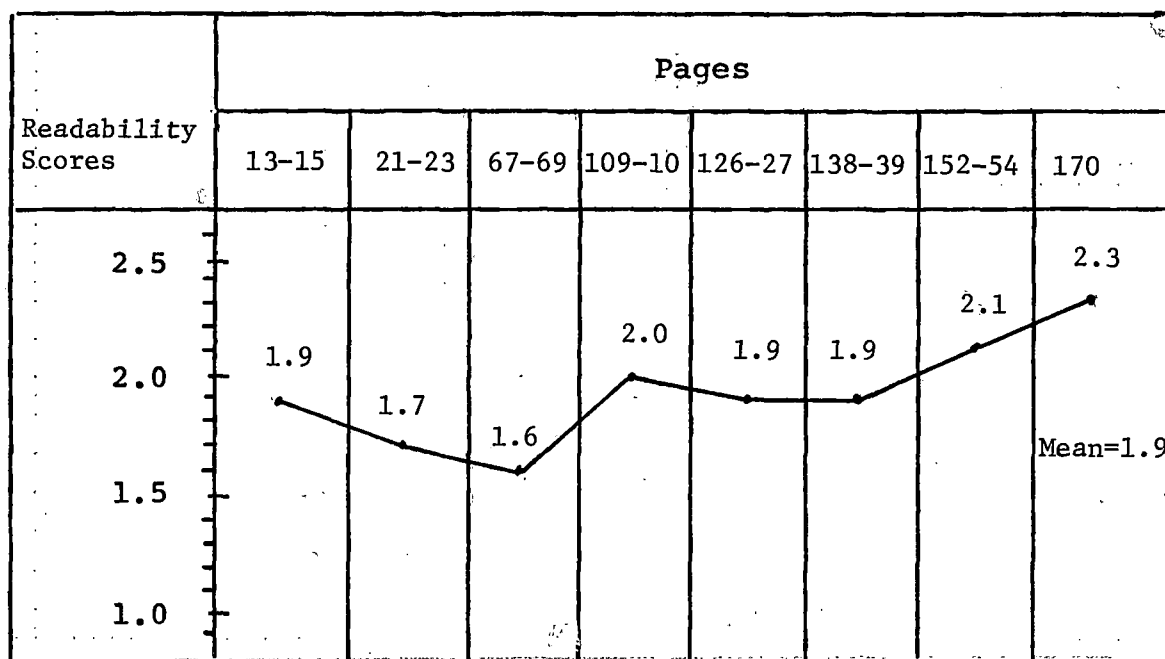


Fig. 2. Readability scores of selected pages from Happy Times, Lyons and Carnahan, Pub., 1st grade text.

The requisition for 1962-63 listed two publishers' texts which were purchased as basic texts for grades 1-6 (see Appendix D-5). They were the Sheldon Basic Reading Series and the Ginn Basic Series. According to the interviewed teachers who used these books, the Ginn Series was the more popular series and considered the harder of the two series. Since the study included only texts for the "top" group of readers, the Ginn Series was sampled.

On Cherry Street was the first Ginn reader. It contained 215 pages of text from which samples could be drawn. Three samples were taken from pages 6-78; two samples from pages 79-151; and three samples from pages 152-221. Samples from pages 24-26, 42-43, 74-75, 125-126, and 156-157 contained dialogue. A readability score of 1.9 for the mean of eight samples was obtained with Spache's formula (see Figure 3 below).

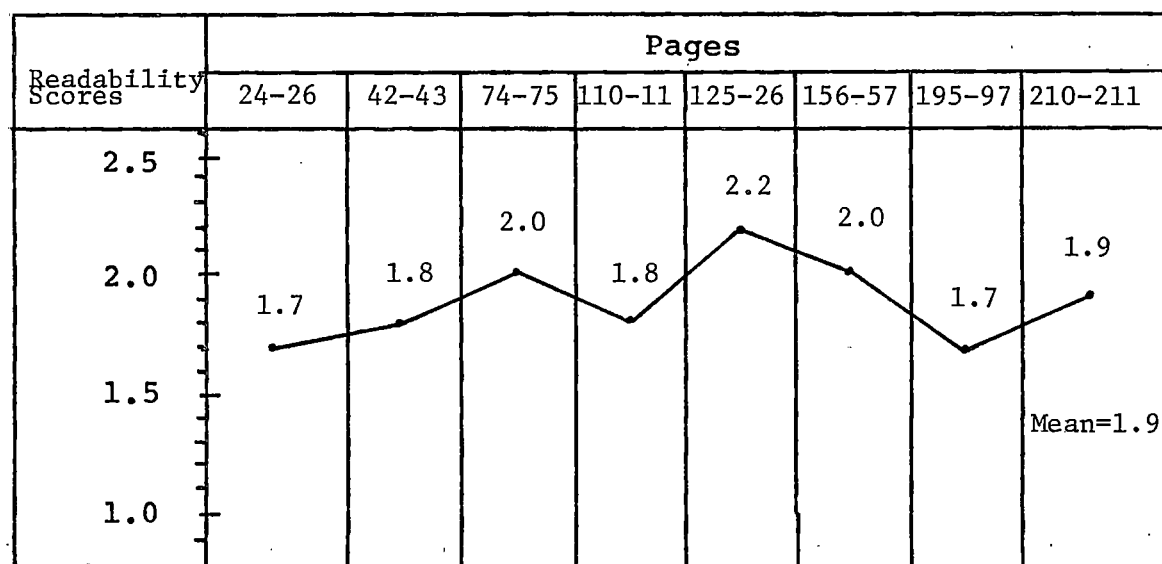


Fig. 3. Readability scores of selected pages from On Cherry Street, Ginn & Co., Pub., 1st grade text.

In 1969 the state adoption for the "top" reading group was published by Harper & Row (see Appendix D-7). Although it was the second text sampled after 1957, or the Sputnik launching, it was actually the first text which was written following the launching.

The first reader was Real and Make Believe which contained 215 pages of text from which samples could be drawn. Three samples were taken from pages 6-72; two samples from pages 73-143; and three samples were taken from pages 144-221. Pages 51-52, 81-82, 195-196, and 216-217 contained dialogue. A readability score of 2.6 for the mean of eight samples were obtained with Spache's formula (see Figure 4 below).

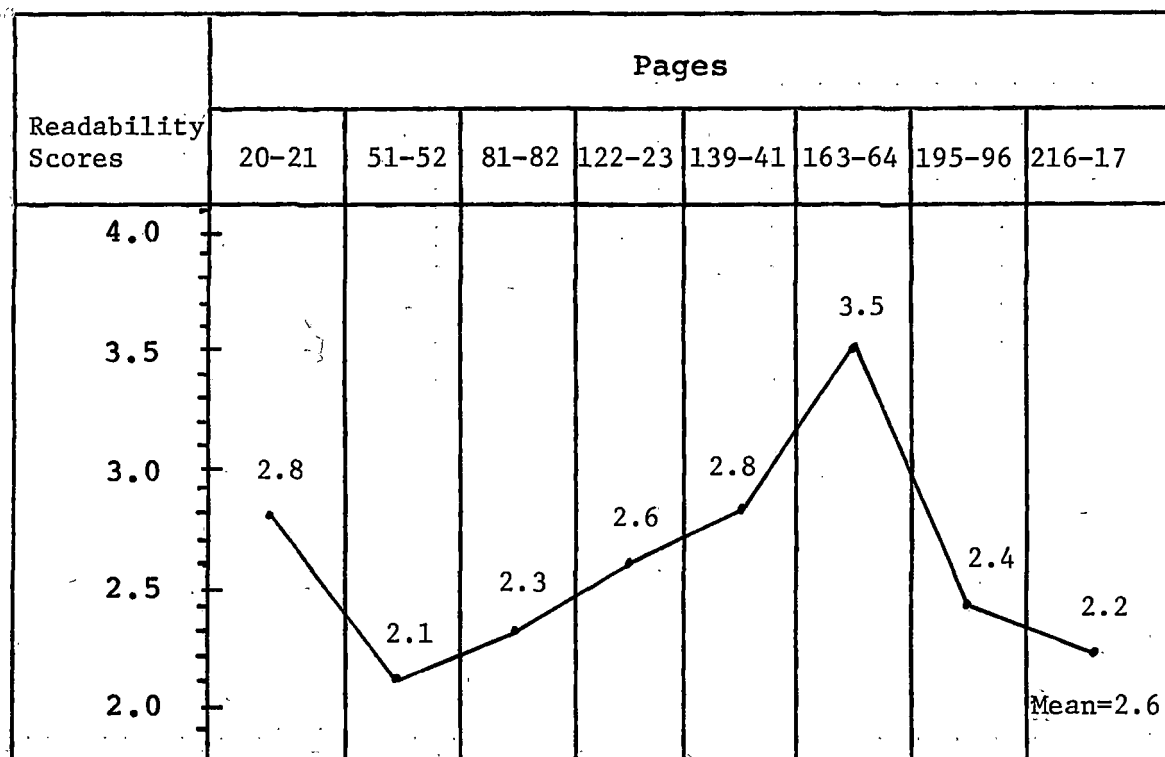


Fig. 4. Readability Scores of selected pages from Real and Make Believe, Harper & Row, Pub., 1st grade text.

Figure 5 shows the means of the several scores for each of the four first grade texts for the years 1948, 1955, 1962, and 1969. Silver Burdett Publishers will be represented on the figure by SB-1948; Lyons and Carnahan Publishers will be represented by LC-1955; Ginn and Company Publishers will be represented by GC-1962, and Harper & Row Publishers will be represented by HR-1969.

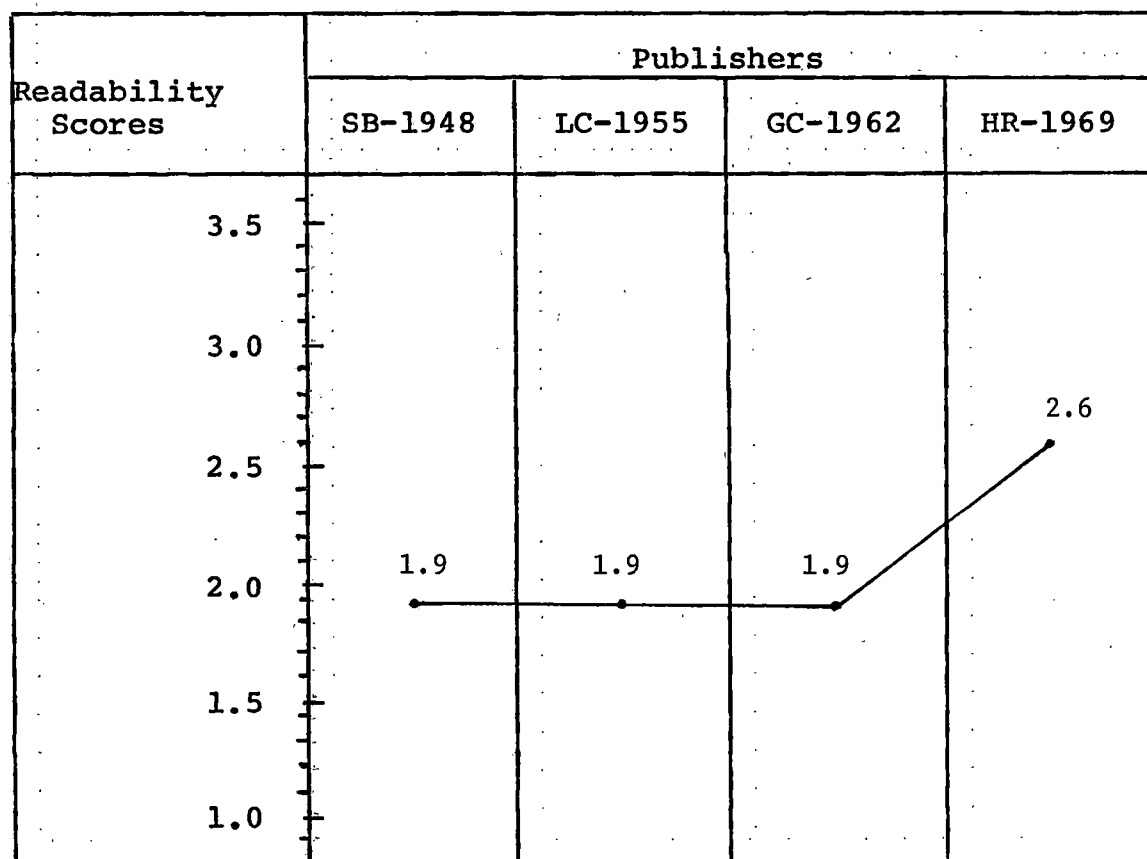


Fig. 5. Means of the several scores for each of the four First Grade texts for 1948, 1955, 1962, 1969.

Table 1 (p. 34) shows the sample pages and readability scores obtained from First Grade state reading texts

for the years 1948, 1955, 1962, and 1969. The first column lists the text; next column is the year; the third column lists the sample pages; the next column is the readability score obtained from the sample, and the last column is the mean score for the text sampled.

The 1948 second grade adoption was In New Places published by Silver Burdett (see Appendix D-3). It contained 247 pages of text from which samples could be drawn. Three samples were taken from pages 6-88; two from pages 89-170; and three from pages 171-253. No samples contained dialogue. A readability score of 2.4 for the mean of eight samples was obtained with Spache's formula (see Figure 6 below).

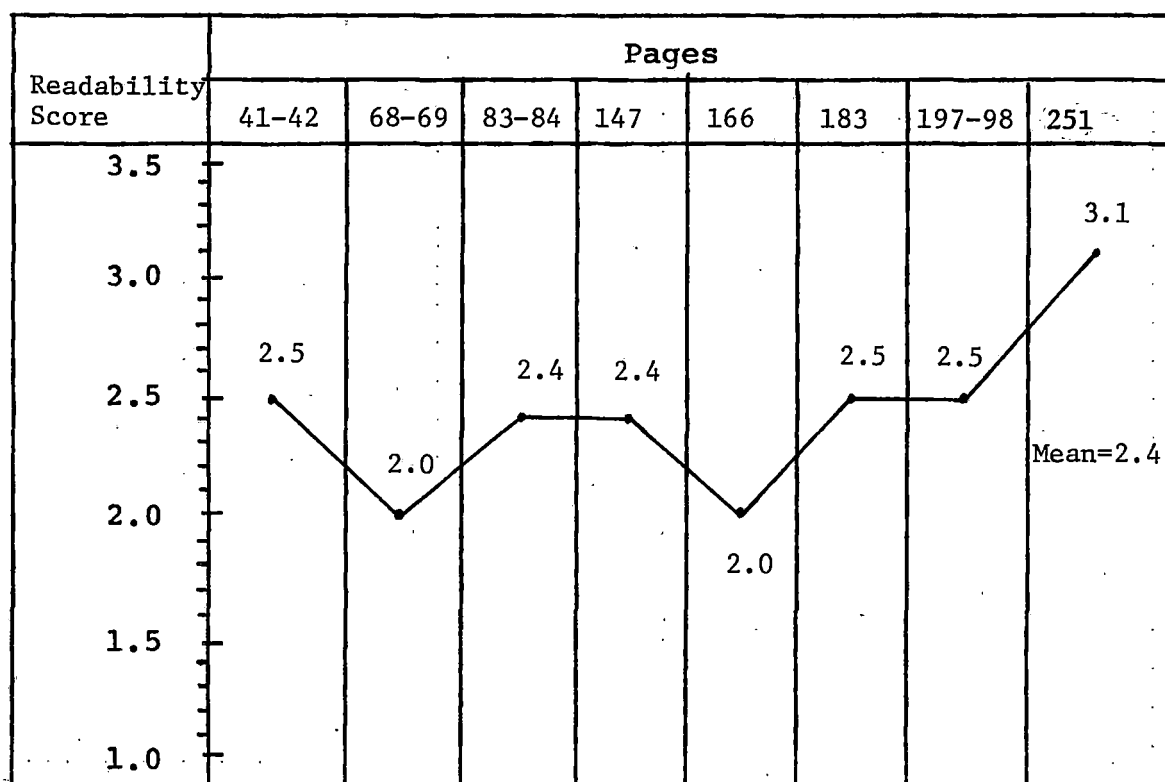


Fig. 6. Readability Scores of selected pages from In New Places, Silver Burdett, Pub., 2nd grade text.

TABLE 1

SAMPLE PAGES AND READABILITY SCORES
OBTAINED FROM FIRST GRADE STATE
READING TEXTS 1948, 1955,
1962, 1969

Texts	Year	Sample Pages	R. S. ^a	Means
Down the Road	1948	9-10	1.8	1.9
Down the Road	1948	36-38	2.0	
Down the Road	1948	49-50	2.1	
Down the Road	1948	67-68	1.8	
Down the Road	1948	111-112	2.2	
Down the Road	1948	122-123	1.8	
Down the Road	1948	159-160	1.8	
Down the Road	1948	187	2.0	
Happy Times	1955	13-15	1.9	1.9
Happy Times	1955	21-23	1.7	
Happy Times	1955	67-69	1.6	
Happy Times	1955	109-110	2.0	
Happy Times	1955	126-127	1.9	
Happy Times	1955	138-139	1.9	
Happy Times	1955	152-154	2.1	
Happy Times	1955	174	2.4	
On Cherry Street	1962	24-26	1.7	1.9
On Cherry Street	1962	42-43	1.8	
On Cherry Street	1962	74-75	2.0	
On Cherry Street	1962	110-111	1.8	
On Cherry Street	1962	125-126	2.2	
On Cherry Street	1962	156-157	2.1	
On Cherry Street	1962	195-197	1.7	
On Cherry Street	1962	210-211	1.9	
Real and Make Believe	1969	20-21	2.8	2.6
Real and Make Believe	1969	51-52	2.1	
Real and Make Believe	1969	81-82	2.3	
Real and Make Believe	1969	122-123	2.6	
Real and Make Believe	1969	139-140	2.8	
Real and Make Believe	1969	163-164	3.5	
Real and Make Believe	1969	195-196	3.4	
Real and Make Believe	1969	216-217	2.2	

^aR. S. = Readability Scores.

Down Our Way was the second grade adoption for 1955 (see Appendix D-4). It was published by Lyons & Carnahan. The book contained 245 pages of text from which samples could be drawn. Three samples were taken from pages 2-84; two samples from pages 85-167, and three samples from 168-247. Pages 67-68, 81-82, 162-163, 182-183, and 200-201 contained dialogue. A readability score of 2.5 for the mean of eight samples was obtained with Spache's formula (see Figure 7 below).

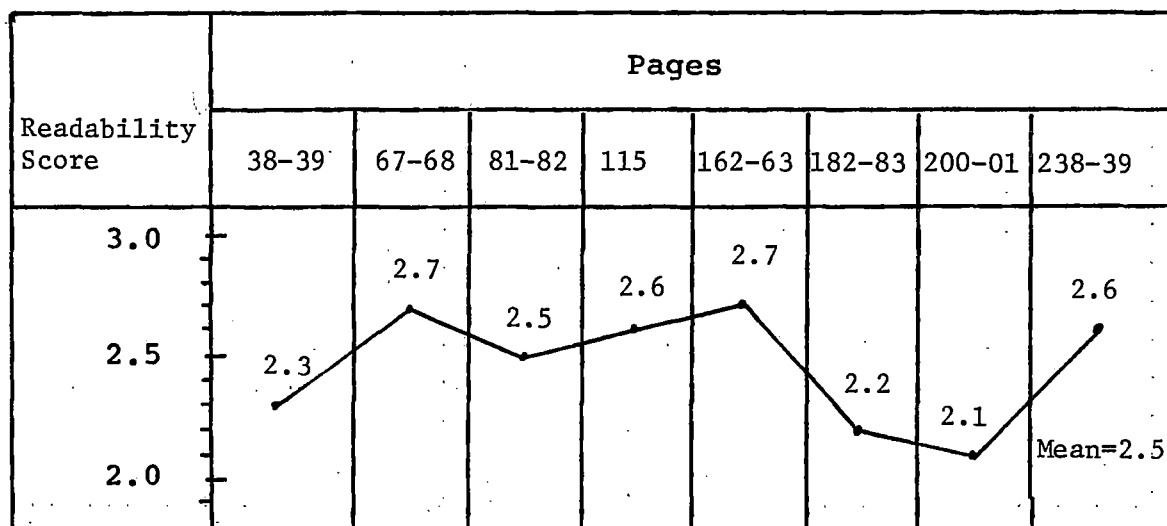


Fig. 7. Readability Scores of selected pages from Down Our Way, Lyons & Carnahan, pub., 2nd grade text.

We Are Neighbors was the second grade adoption for 1962 (see Appendix D-5). It was published by Ginn & Company. It contained 261 pages from which samples could be drawn. Three samples were taken from pages 8-87; two from pages 88-175, and three samples were taken from pages 176-269.

Pages 16-17, 40-41, 72-73, and 136-137 contained dialogue. A readability score of 2.3 for the mean of eight samples was obtained with Spache's formula (see Figure 8 below).

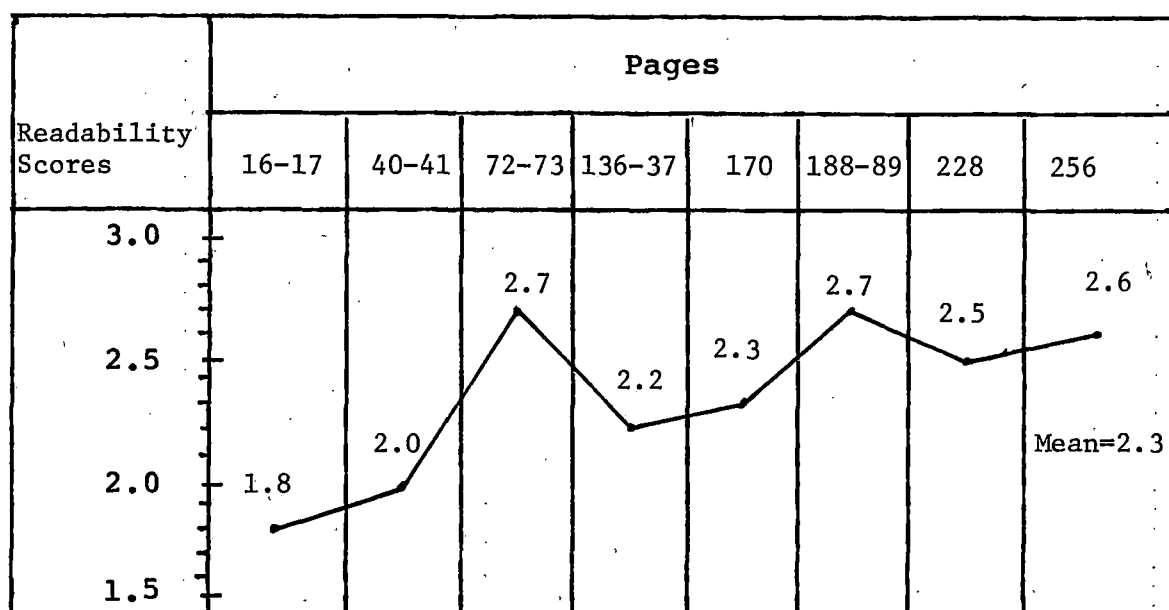


Fig. 8. Readability Scores of selected pages from We Are Neighbors, Ginn & Co., Pub., 2nd grade text.

All Through the Year was the second grade adoption for 1969 (see Appendix D-7). It was published by Harper & Row. It contained 247 pages from which samples could be drawn. Three samples were taken from pages 6-31; two samples from pages 82-163; and three samples were taken from pages 164-253. Sample pages 18-19, 43-44, 95-96, 127, and 175 contained dialogue. A readability score of 3.1 for the mean of eight samples was obtained with Spache's formula (see Figure 9, p. 37).

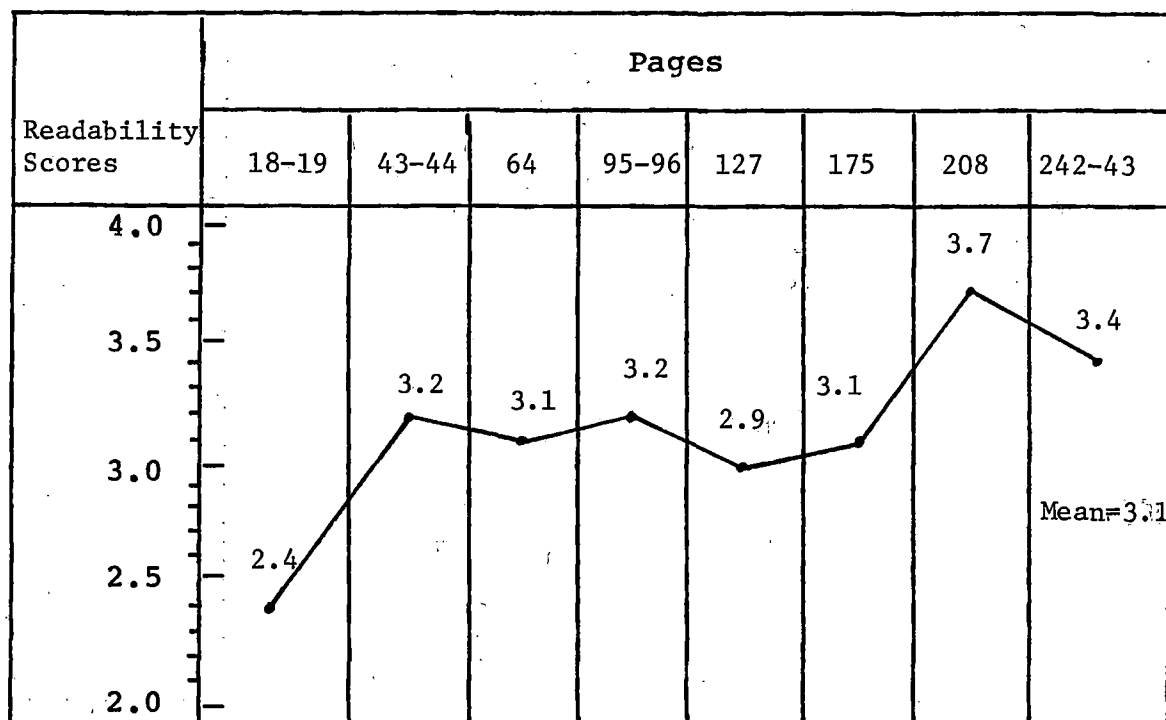


Fig. 9. Readability Scores of selected pages from All Through the Year, Harper & Row, Pub., 2nd grade text.

Figure 10 (p. 38) shows the means of the several scores for each of the four Second Grade texts for the years 1948, 1955, 1962, and 1969. Silver Burdett Publishers will be presented on the figure by SB-1948; Lyons and Carnahan Publishers will be represented by LC-1955; Ginn & Company Publishers will be represented by GC-1962, and Harper & Row Publishers will be represented by HR-1969.

Table 2 (p. 39) shows the sample pages and readability scores obtained from Second Grade state reading texts for the years 1948, 1955, 1962, and 1969. The first column lists the text; next column is the year; the third column lists the sample pages; the next column is the readability score obtained from the sample; and the last column is the mean score for the text sampled.

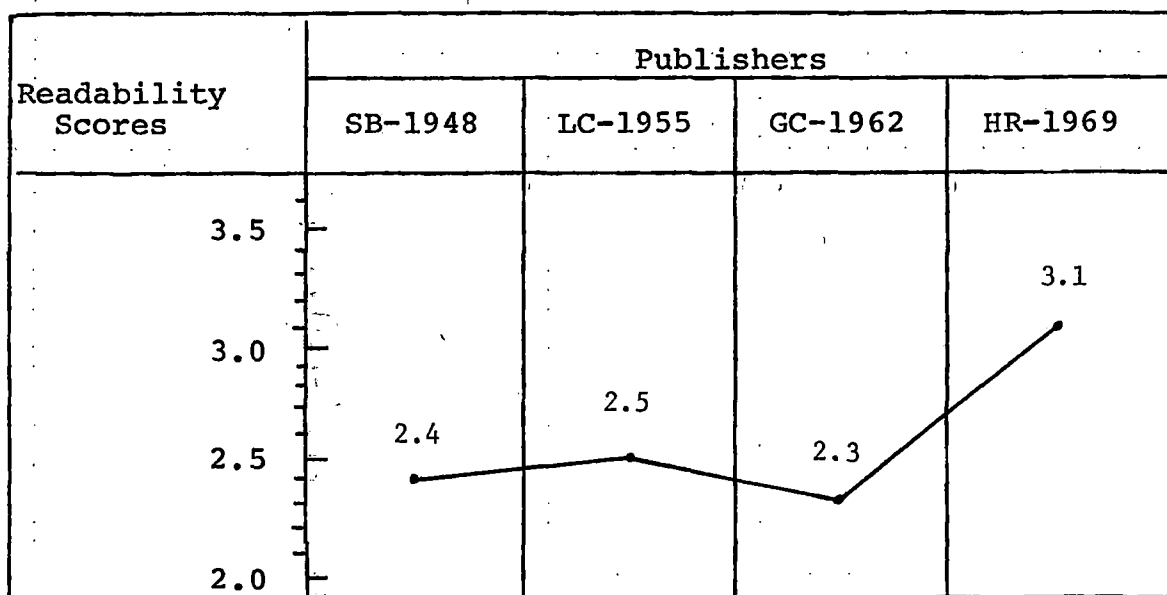


Fig. 10. Means of the several scores for each of the four Second Grade texts for 1948, 1955, 1962, 1969.

The 1948 third grade adoption, From Sea to Sea (see Appendix D-3), was published by Silver Burdett Company. It contained 308 pages from which samples could be drawn. Three samples were taken from pages 7-102; two samples from pages 103-205; and three samples from pages 206-315. No samples contained dialogue. A readability score of 3.0 for the mean of eight samples was obtained with Spache's formula (see Figure 11, p. 40).

Stories From Everywhere was the third grade reader for the 1955 adoption (see Appendix D-4). It was published by Lyons and Carnahan. It contained 312 pages of text from which samples could be drawn. Three samples were taken from pages 2-105; two were taken from pages 106-208; and three samples were taken from pages 209-312. No samples contained

TABLE 2

SAMPLE PAGES AND READABILITY SCORES OBTAINED
FROM SECOND GRADE STATE READING
TEXTS 1948, 1955, 1962, 1969

Texts	Year	Sample Pages	R.S. ^a	Means
In New Places	1948	41-42	2.5	2.5
In New Places	1948	68-69	2.0	
In New Places	1948	83-84	2.4	
In New Places	1948	147	2.4	
In New Places	1948	166	2.0	
In New Places	1948	183	2.5	
In New Places	1948	197-198	2.5	
In New Places	1948	251	3.1	
Down Our Way	1955	38-39	2.3	2.5
Down Our Way	1955	67-68	2.7	
Down Our Way	1955	81-82	2.5	
Down Our Way	1955	115	2.6	
Down Our Way	1955	162-163	2.7	
Down Our Way	1955	182-183	2.2	
Down Our Way	1955	200-201	2.1	
Down Our Way	1955	238-239	2.6	
We Are Neighbors	1962	16-17	1.8	2.3
We Are Neighbors	1962	40-41	2.0	
We Are Neighbors	1962	72-73	2.7	
We Are Neighbors	1962	136-137	2.2	
We Are Neighbors	1962	170	2.3	
We Are Neighbors	1962	188-189	2.7	
We Are Neighbors	1962	228	2.5	
We Are Neighbors	1962	256	2.6	
All Through the Year	1969	18-19	2.4	3.1
All Through the Year	1969	43-44	3.2	
All Through the Year	1969	64	3.1	
All Through the Year	1969	95-96	3.2	
All Through the Year	1969	127	2.9	
All Through the Year	1969	175	3.1	
All Through the Year	1969	208	3.7	
All Through the Year	1969	242-243	3.4	

^aR.S. = Readability Scores.

dialogue. A readability score of 3.1 for the mean of eight samples was obtained with Spache's formula (see Figure 12 below).

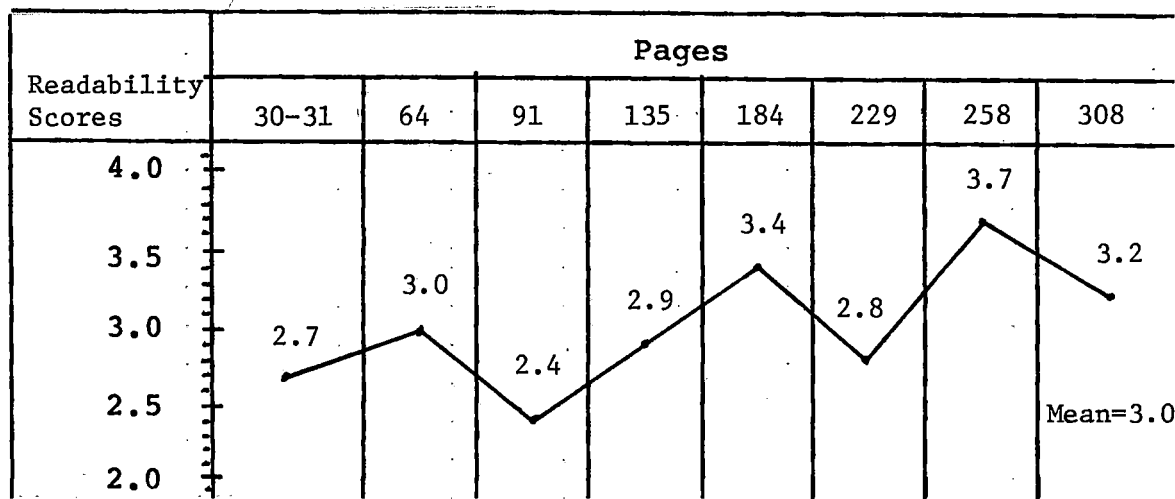


Fig. 11. Readability Scores of selected pages from From Sea to Sea, Silver Burdett Co., Pub., 3rd grade text.

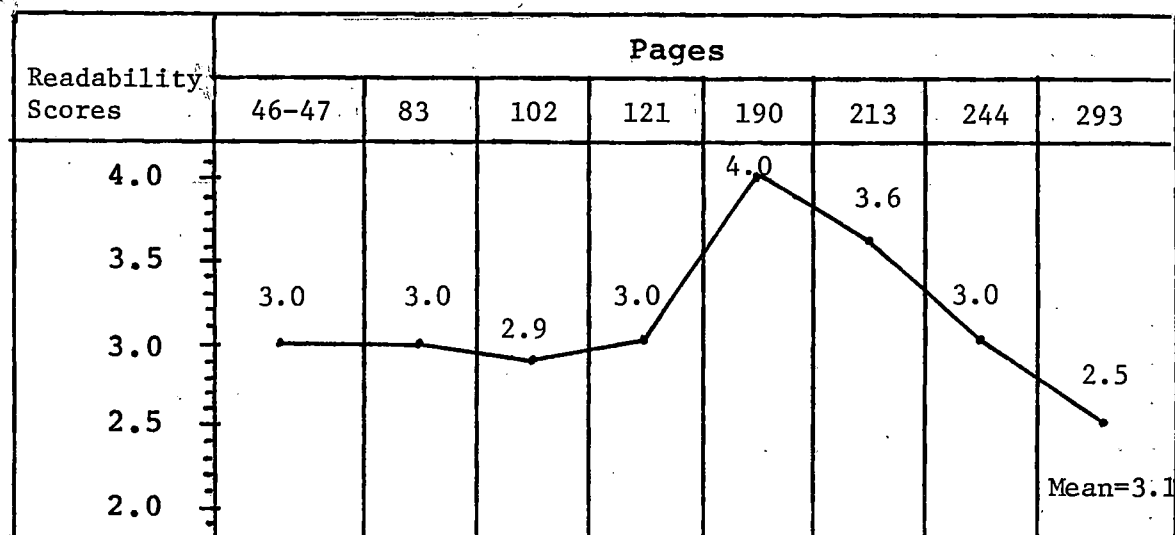


Fig. 12. Readability Scores of selected pages from Stories From Everywhere, Lyons and Carnahan, Pub., 3rd grade text.

Finding New Neighbors was the third reader for the 1962 adoption (see Appendix D-5). It was published by Ginn and Company and contained 309 pages of text from which samples could be drawn. Three samples were taken from pages 8-103; two from pages 103-207; and three samples were taken from pages 208-317. No samples contained dialogue. A readability score of 2.9 for the mean of 8 samples was obtained with Spache's formula (see Figure 13 below).

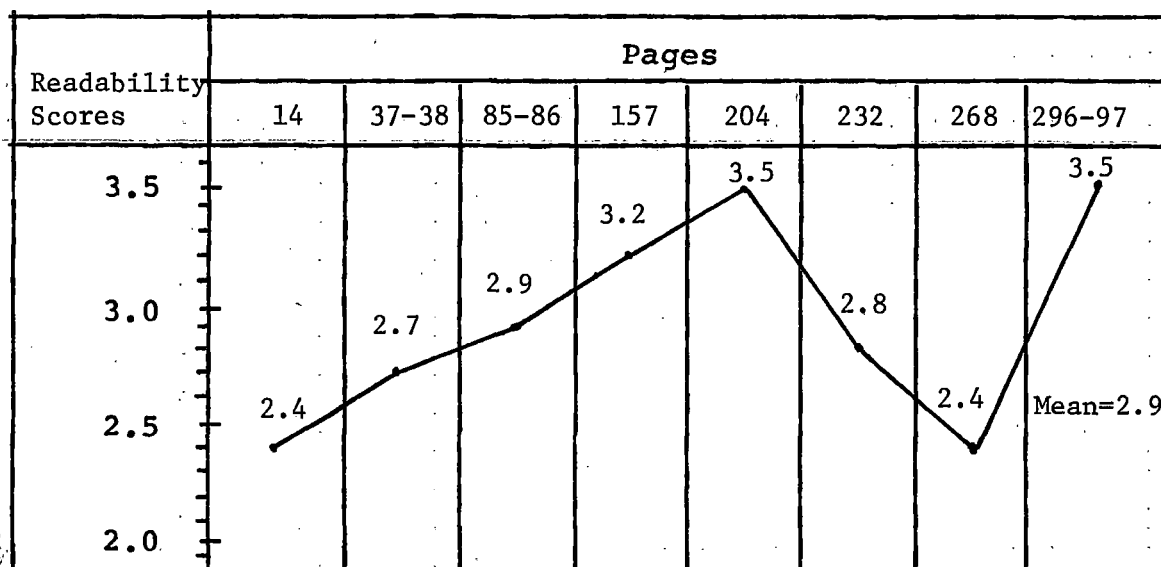


Fig. 13. Readability Scores of selected pages from Finding New Neighbors, Ginn & Co., Pub., 3rd grade text.

From Faraway Places was the third reader of the 1969 adoption (see Appendix D-7). It was published by Harper & Row. It contained 340 pages from which samples could be drawn. Three samples were taken from pages 9-126; two from pages 127-242; and three samples were taken from pages 243-347. No samples contained dialogue. A readability

score of 4.3 for the mean of eight samples was obtained with Spache's formula (see Figure 14 below).

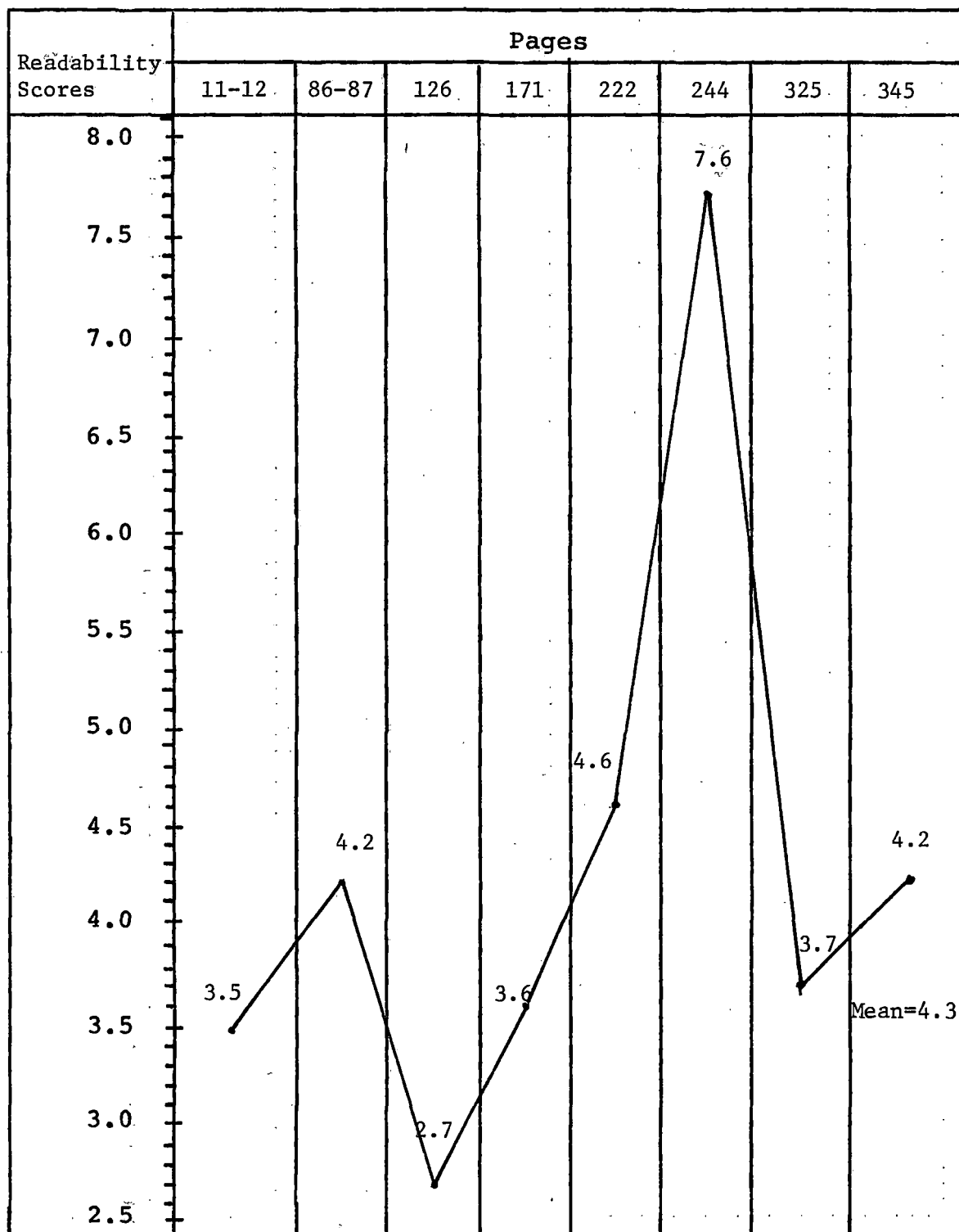


Fig. 14. Readability Scores of selected pages from Faraway Places, Harper and Row, Pub., 3rd grade text.

Figure 15 below shows the means of the several scores for each of the four Third Grade texts for the years 1948, 1955, 1962, and 1969. Silver Burdett Publishers will be presented on the figure by SB-1948; Lyons & Carnahan Publishers will be represented by LC-1955; Ginn & Company Publishers will be represented by GC-1962; and Harper & Row Publishers will be represented by HR-1969.

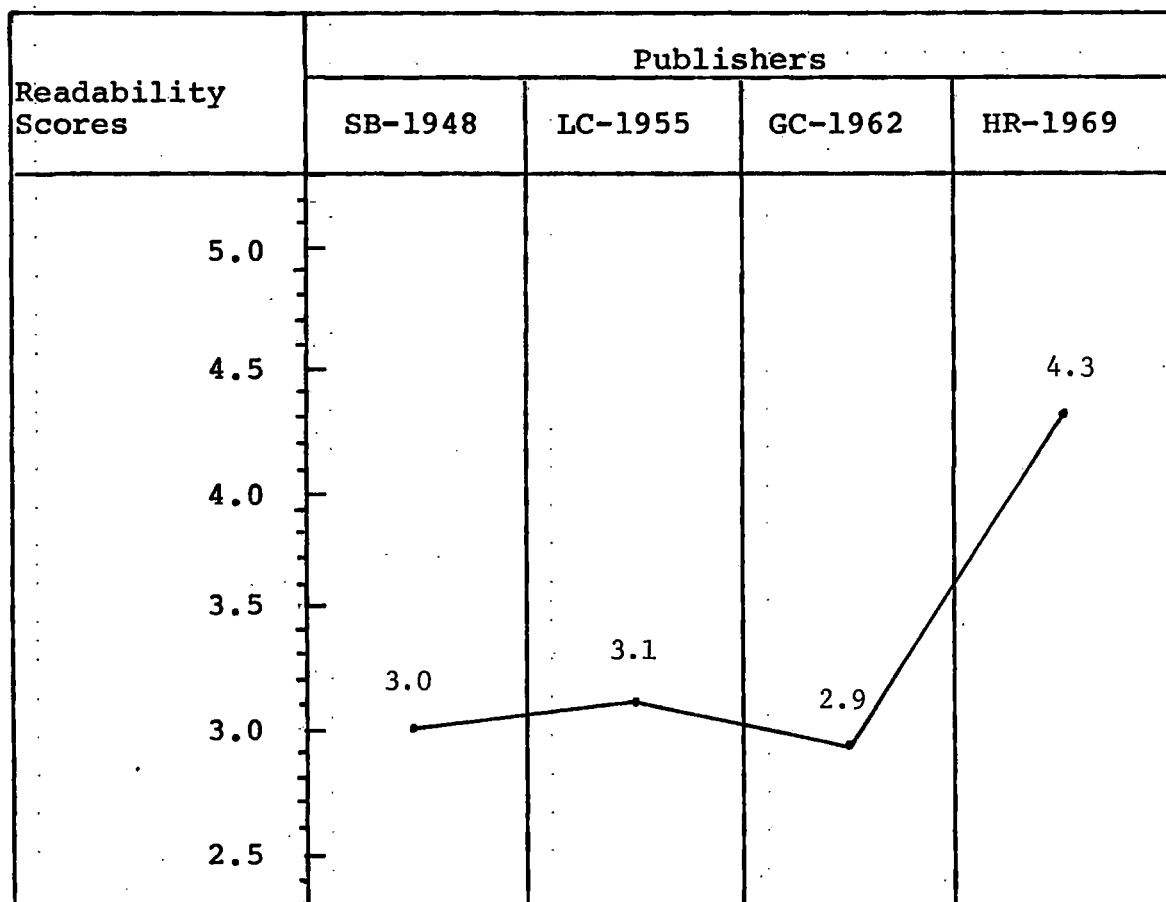


Fig. 15. Means of the several scores for each of the four Third Grade texts for 1948, 1955, 1962, 1969.

Table 3 (p. 45) shows the sample pages and readability scores obtained from Third Grade state reading texts for the

years 1948, 1955, 1962, and 1969. The first column lists the text; next column is the year; the third column lists the sample pages; the next column is the readability score obtained from the sample, and the last column is the mean score for the text sampled.

The null hypothesis states: There has been no significant increase in the reading difficulty of basal reading texts for the "top" group at the primary grade levels since the advent of Sputnik in 1957.

Data Relating to the Null Hypothesis

Figure 16 (p. 46) shows the means of reading difficulty of basal texts for the pre-Sputnik and post-Sputnik years selected for sampling. It shows the increase or decrease of readability according to the adoption years represented.

The difference in mean scores for the First Grade Readers is shown by the bottom short broken line with R1:48 representing the mean for 1948, R1:55 the mean for 1955, R1:62 the mean for 1962, and R1:69 the mean for 1969. The mean readability level of the 1948 First Reader was 1.9. The mean level for the 1955 First Reader was 1.9, while the mean levels for the 1962 and 1969 First Readers were 1.9 and 2.6 respectively. The middle long broken line shows the mean readability level of the Second Readers which were 2.4 for 1948, 2.5 for 1955, 2.3 for 1962, and 3.1 for 1969.

TABLE 3

SAMPLE PAGES AND READABILITY SCORES OBTAINED
FROM THIRD GRADE STATE READING
TEXTS 1948, 1955, 1962, 1969

Texts	Year	Sample Pages	R.S. ^a	Means
From Sea to Sea	1948	30-31	2.7	3.0
From Sea to Sea	1948	64	3.0	
From Sea to Sea	1948	91	2.4	
From Sea to Sea	1948	135	2.9	
From Sea to Sea	1948	184	3.4	
From Sea to Sea	1948	229	2.8	
From Sea to Sea	1948	258	3.7	
From Sea to Sea	1948	308	3.2	
Stories From Every.	1955	46-47	2.9	3.1
Stories From Every.	1955	83	3.0	
Stories From Every.	1955	102	2.9	
Stories From Every.	1955	121	3.0	
Stories From Every.	1955	190	4.0	
Stories From Every.	1955	213	3.6	
Stories From Every.	1955	244	3.1	
Stories From Every.	1955	293	2.5	
Finding New Neighbors	1962	14	2.4	2.9
Finding New Neighbors	1962	37-38	2.7	
Finding New Neighbors	1962	85-86	2.9	
Finding New Neighbors	1962	157	3.2	
Finding New Neighbors	1962	204	3.5	
Finding New Neighbors	1962	232	2.8	
Finding New Neighbors	1962	268	2.4	
Finding New Neighbors	1962	296-297	3.5	
From Faraway Places	1969	11-12	3.5	4.3
From Faraway Places	1969	86-87	4.2	
From Faraway Places	1969	126	2.7	
From Faraway Places	1969	171	3.6	
From Faraway Places	1969	222	4.6	
From Faraway Places	1969	244	7.6	
From Faraway Places	1969	325	3.7	
From Faraway Places	1969	345	4.2	

^aR.S. = Readability Scores.

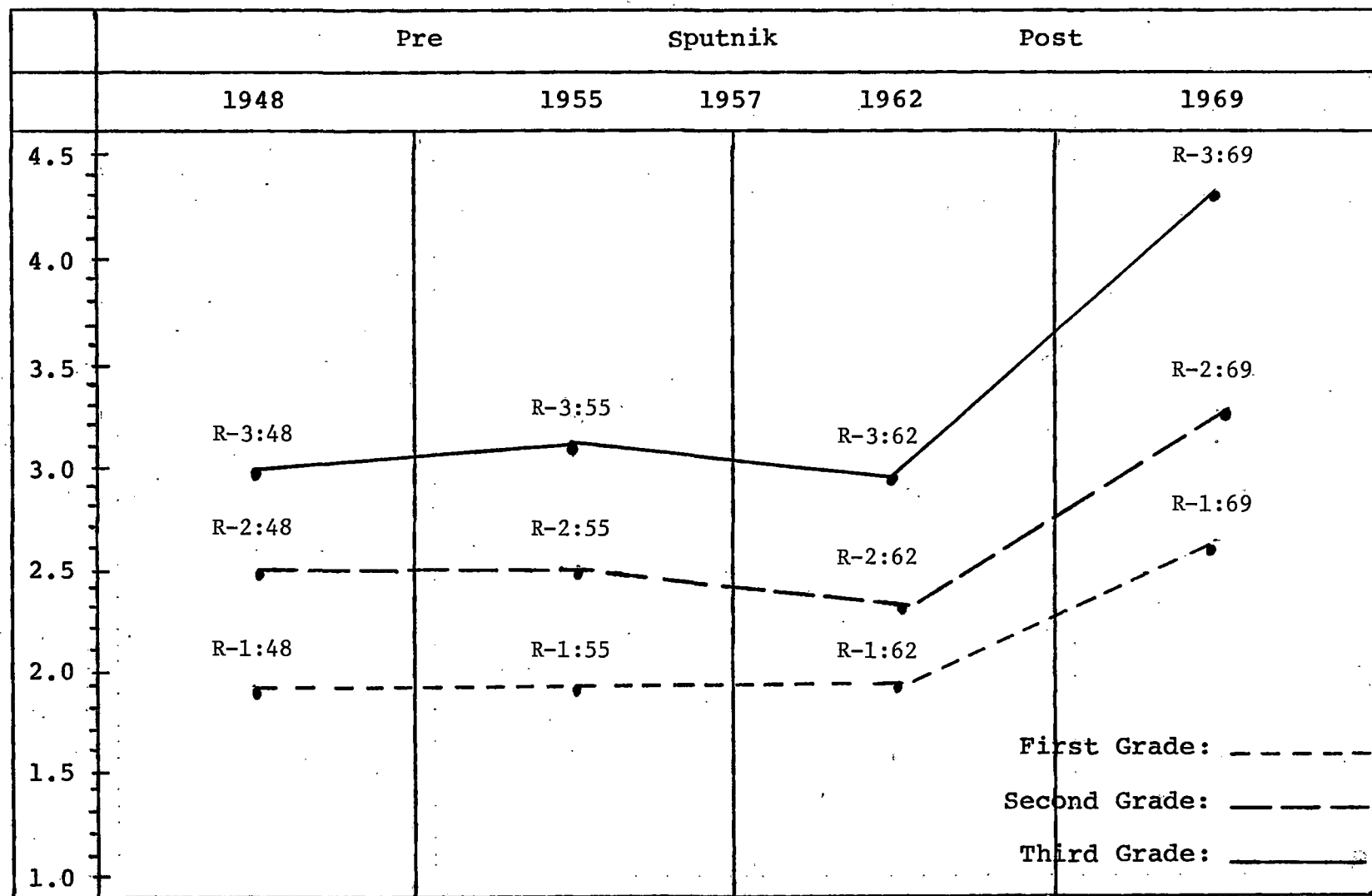


Fig. 16. Means of readability scores of basal texts (1-3) for pre-Sputnik and post-Sputnik years.

The top solid line represents the mean readability levels of the Third Readers. In 1948 this level was 3.0; in 1955 it was 3.1. In 1962 the readability level had dropped to 2.9, and in 1969 it had jumped to 4.3.

Thus we see (Figure 16, p. 46) that the First Reader of the 1962 adoption (R1:62) dropped .057 months in readability from the 1948 adoption. The Second Reader of the 1962 adoption (R2:62) dropped .139 months in readability from the 1955 adoption. The Third Reader of the 1962 adoption (R3:62) dropped .213 months in readability from the 1955 adoption.

The figure also shows an increase in readability from the 1948 adoptions to the 1969 adoptions. The First Reader of the 1969 adoption (R1:69) increased .624 months over the 1948 adoption, which was the highest in first grade readability listed before 1969. The Second Reader of the 1969 adoption (R2:69) increased .655 months in readability over the 1955 adoption which was the highest in second grade readability listed before 1969. The Third Reader of the 1969 adoption (R3:69) increased 1.1 months in readability over the 1955 adoption which was the highest in third grade readability listed before 1969.

More data relating to the hypothesis follows: Samples of the state adopted texts chosen for 1948, 1955, 1962, and 1969 revealed that grade level designations remained about the same for the adoptions 1948 and 1955. The 1962 adoption of Ginn & Company showed a slight drop in readability for

each primary grade level over the previous two adoptions. Although the State of California adopted these texts in 1962, the Ginn & company first reader, On Cherry Street, and second reader, We Are Neighbors, had an original copyright of 1948 with later copyright dates of 1953 and 1957. Ginn's third reader, Finding New Neighbors, had a copyright date of 1948 with later copyright dates of 1953, 1957, and 1958. Therefore, they all had first copyright dates prior to the advent of Sputnik in 1957.

Samples from the 1969 state adoption published by Harper & Row revealed a significant rise in readability in all three primary texts. This series had original copyright dates of 1966.

Of the eight samples taken from the first reader, Real and Make Believe, (see Table 1, p. 34), no sample showed a readability level of less than 2.0. One sample revealed a 3.4 readability score. Real and Make Believe is marked by the publisher as a first reader, strand one.

Of the eight samples taken from the second reader, All Through the Year (see Table 2, p. 39), six samples revealed a 3.1 readability score. Two samples revealed 2.4 and 2.9 readability scores. It is marked a second reader, strand one.

Of the eight samples taken from the third reader, From Faraway Places (see Table 3, p. 45), four samples revealed a 4.1 and above readability score. One of these samples contained 116 words in three sentences with a

readability score of 7.6. All three previously adopted third readers were checked page by page for evidence of so many words in so few sentences. No evidence of a similar nature was found. These previously adopted books were not checked by Spache's formula for each page in the book, however. From Faraway Places appeared to repeat this pattern of sentence length. Three samples of this text revealed 3.5, 3.6, and 3.7. One sample was 2.7.

For each adoption year the readers do not follow a consistent pattern of low to high readability from the beginning to the end of the book. The Lyons & Carnahan 1955 adoption showed the nearest consistency of the samples taken. For example, Happy Times (see Table 1, p. 34) published as a first reader by Lyons & Carnahan showed a low readability score of 1.7 on pages 21-23 and a high readability score of 2.4 on page 174. This tendency toward consistency occurred only in the first and second readers.

As stated in the limitations of the study, this study measured the readability of California state adopted texts for the "top" groups for 1948, 1955, 1962, and 1969 only. It did not represent samples for texts in other years. The names of books sampled were taken from the requisition for state textbooks for the years 1948, 1955, 1962, and 1969 (see Appendix D-3-7).

The readability of texts has been used for a guide to place children in reading programs. Readability can be ascertained with various methods and in numerous measurement

areas. Publishers have set up their own classifications of readability. Textbook committees and other commissions usually regard the publisher's judgment as unquestionable. At times the judgment of a publisher's readability designations needs questioning, especially when this criteria is used by teachers, parents, and society to judge a child as a success or failure in reading.

This study suggests that further research should be done in the area of state and district accepted criteria of readability for grade levels. It also suggests that both the public's and teachers' reading expectations for children be further examined.

Summary

The null hypothesis states: There has been no significant increase in the reading difficulty of basal reading texts for the "top" group at the primary grade levels since the advent of Sputnik in 1957.

Reading difficulty was determined by the mean scores resulting from the use of Spache's formula on eight samples taken from each text. There is a figure charting the readability scores obtained from each sample for each of the 12 texts sampled on pages 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 40, 41, 42, and 43.

The mean readability score, determined by Spache's formula, of the 12 texts of the adoption years are charted in Figure 16 (p. 46). These figures show a decrease in readability in the 1962 adoption. The first reader of the 1962 adoption

(Fig. 16, p. 41) dropped .057 months in readability from the 1948 adoption. The second reader of the 1962 adoption (Fig. 16, p. 41) dropped .139 months in readability from the 1955 adoption. The third reader of the 1962 adoption (Fig. 16, p. 41) dropped .213 months in readability from the 1955 adoption.

The figure also shows an increase in readability from the 1948 adoptions to the 1969 adoptions. The first reader of the 1969 adoption increased .624 months in readability over the 1948 adoption, which was the highest in readability in that grade level listed before 1969. The second reader of the 1969 adoption increased .655 months in readability over the 1955 adoption which was the highest in readability for that grade level listed before 1969. The third reader of the 1969 adoption increased 1.1 months in readability over the 1955 adoption which was the highest in readability for that grade level listed before 1969.

The 1962 adoption of Ginn & Company showed drops in readability for all three grade levels. Although these texts were adopted in 1962, all three had copyright dates prior to the advent of Sputnik in 1957. The 1969 state adoption by Harper & Row was the first adoption series with a copyright date after Sputnik.

Since significant increase was defined for this study as a five months or more increase of readability, and all three 1969 readers increased six months or more in readability, the null hypothesis was rejected.

APPENDIX A

INTERVIEW QUESTIONS

APPENDIX A

INTERVIEW QUESTIONS

These questions were asked reading teachers who had taught reading for most of the adoptions sampled in this study:

1. What were the elements you considered essential to success in reading at your level?
2. Were there as many children considered "below grade level" in reading when you first taught reading as now?
3. Was the community reaction to children functioning below grade level in reading as negative or more negative than it now is?
4. Do you think the basal texts are more difficult now and are our reading expectations higher?

APPENDIX B

TEXTS MEASURED

APPENDIX B

TEXTS MEASURED

1948 Adoptions

Silver Burdett Co., Publishers

First Reader: Down the Road
Second Reader: In New Places
Third Reader: From Sea to Sea

1955 Adoptions

Lyons & Carnahan, Publishers

First Reader: Happy Times
Second Reader: Down Our Way
Third Reader: Stories From Everywhere

1962 Adoptions

Ginn & Company, Publishers

First Reader: On Cherry Street
Second Reader: We Are Neighbors
Third Reader: Finding New Neighbors

1969 Adoptions

Harper & Row, Publishers

First Reader: Real and Make Believe
Second Reader: All Through the Year
Third Reader: From Faraway Places

APPENDIX C

MEASURING DEVICES

C-1. SPACHE'S READABILITY FORMULA

C-2. CLARENCE R. STONE'S REVISION OF THE DALE LIST OF 769
EASY WORDS

C-3. TABLE II. FOR QUICK COMPUTATION OF THE SPACHE
READABILITY FORMULA

APPENDIX C-1

SPACHE'S READABILITY FORMULA

HOW TO USE THE FORMULA

In attempting to evaluate a book apparently intended for readers of the first three grades, we have found the following steps effective:

1. Prepare a Worksheet like that given on page 126.
2. Count off approximately 100 words in the early part of the book. Begin at the beginning of a sentence and end the count with the last word of the sentence containing the 100th word.
3. Write the number of words in the Worksheet on line 1.
4. Count the number of sentences in the sample. Write the number of sentences in the Worksheet on line 2.
5. Check the separate words in the sample against the Stone Revised Word List. Make a count of the number of words not found in this list.
6. Write the number of hard words in the Worksheet on line 3.
7. Divide the number of words in the sample by the number of sentences to find the average sentence length (line 4).
8. Divide the number of hard words by the number of words in the sample to find the per cent of hard words. Drop the decimal point. (line 5).
9. Multiply average sentence length (line 4) by .141. Write product on line 6.
10. Multiply per cent of hard words (line 5) by .086. Write product on line 7.
11. Add the figures on lines 6, 7 and the constant, .839.
12. The sum is an estimate of the grade level of difficulty of the selection.
13. Repeat steps 1-11, with samples from the middle and rear of the book. Use at least 5-10 samples depending upon the length of the book.
14. Determine the average grade placement of the book by adding the estimates and dividing by the number of samples. This is the final estimate of the grade level of difficulty of the entire book. Drop the last figure or round it off, as $2.367 = 2.4$.

RULES FOR APPLYING THE FORMULA

Some questions may arise in comparing the words in the book with the Stone Revised Word List. These rules are offered to clarify this word counting:

1. Count all letters and numbers in figures as familiar.
2. Proper nouns, or names of persons, places are counted as familiar.
3. Count regular verb forms as familiar. This includes ing, es, ed, and changes involving doubling of the final consonant, dropping the final e, changing y to i.
4. Count regular plurals and possessive endings of nouns as familiar.

APPENDIX

Plurals in s, es, ies are familiar; those, as in ox-oxen, goose-geese, are unfamiliar unless on the list.

5. Count adjectival or adverbial endings, as ily, er, est, ly as unfamiliar unless on the list.
6. Count a word as unfamiliar only once even though it appears again or with variable endings later in the sample.
7. A group of words, consisting of the repetition of a single word or exclamation, as oh, oh, oh; look, look, look, is counted as a single sentence regardless of punctuation.
8. Count hyphenated words as unfamiliar unless both parts appear in the word list.
9. Count contractions, as didn't, unfamiliar unless on the list.
10. Count hyphenated words, compound words and numbers in figures as one word.

OTHER SUGGESTIONS

1. Analyze each sample independently, i.e. words counted as unfamiliar in any sample are again unfamiliar in subsequent samples.
2. Count single or two-word sentences as such in determining average sentence length, as in directions and some preprimers.
3. Avoid sampling material that is not typical of continuous matter, e.g. avoid dialogue, headings, titles.
4. Avoid sampling consistently at the beginning or end of chapters since the Clymer study cited above indicates these are not typical.

STONE'S REVISED WORD LIST

In the early stages of our work with the formula, we employed a word list devised by Edgar Dale.⁴ This contained 769 words found in the spoken vocabulary of children as noted in the International Kindergarten Union list, and in the first 1000 of the reading vocabulary of Thorndike's *Teacher's Word Book of 10,000 Words*. Later Clarence R. Stone⁵ suggested that this list should be modernized by the use of more recent word counts. He offered such a word list which involved changes in 173 words. We have adopted this list and find that estimates based upon it do not vary materially from those found in using Dale's list. We compared the estimates by either word list for 25 books ranging in reading difficulty from low first to high third grade levels. There were no consistent differences in the estimates at any particular level. Differences in the estimates of reading difficulty averaged less than two months and in no case were greater than four months. For these reasons, we believe that the Stone Revised Word List can now be used in the application of the formula.

4. Dale, Edgar, "A Comparison of Two Word Lists," *Educational Research Bulletin*, (Ohio State University) 18, December 8, 1931, 484-488.

5. Stone, Charles R., "Measuring Difficulty of Primary Reading Material: A Constructive Criticism of Spache's Measure," *Elementary School Journal*, 57, October 1956, 36-41.

CLARENCE R. STONE'S REVISION OF THE
DALE LIST OF 769 EASY WORDS

a	bath	building	corner	everything
about	be	bump	could	eye
across	bear	bunny	count	
afraid	beautiful	bus	country	face
after	became	busy	cover	fall
afternoon	because	but	cow	family
again	bed	butter	cried	far
air	bedroom	buy	cross	farm
airplane	bee	buzz	crumb	farmer
all	been	by	cry	fast
almost	before		cup	fat
alone	began	cabbage	cut	father
along	begin	cage		feather
already	behind	cake	dance	feed
also	being	calf	dark	feel
always	believe	call	day	feet
am	bell	came	dear	fell
an	belong	can	deep	felt
and	beside	candy	deer	fence
animal	best	cap	did	few
another	better	car	dig	field
answer	between	care	dinner	fill
any	big	careful	dish	find
anyone	bigger	carry	do	fine
anything	bill	cat	does	finish
apple	bird	catch	dog	fire
are	birthday	caught	doll	first
arm	bit	cent	done	fish
around	black	chair	don't	fit
arrow	blew	chick	door	five
as	blow	chicken	down	flag
ask	blue	child	draw	flew
asleep	board	children	dress	floor
at	boat	circus	drink	flower
ate	book	Christmas	drive	fly
away	both	city	drop	follow
automobile	bottom	clap	dry	food
	bow	clean	duck	foot
baa	bowl	climb		for
baby	bow-wow	close	each	found
back	box	clothes	ear	four
bad	boy	clown	early	fox
bag	branch	cluck	east	fresh
bake	bread	coat	eat	friend
baker	break	cock-a-	egg	frog
ball	breakfast	doodle-doo	else	from
balloon	bright	cold	elephant	front
band	bring	color	end	fruit
bang	brother	come	engine	full
bark	brought	coming	enough	fun
barn	brown	cook	even	funny
barnyard	bug	cooky (ie)	ever	
basket	build	corn	every	game

garden	his	leg	Mrs.	peanut
gate	hit	let	much	peep
gave	hold	let's	mud	pennies
get	hole	letter	music	people
girl	home	lie	must	pet
give	honey	light	my	pick
glad	hop	like		picnic
go	horn	line	nail	picture
goat	horse	lion	name	pie
God	hot	listen	near	piece
going	house	little	neck	pig
gold	how	live	need	pink
gone	hungry	log	nest	place
good	hunt	long	never	plan
good-by	hurry	look	new	plant
got	hurt	lost	next	play
grandfather		lot	nice	please
grandmother	I	loud	night	pocket
grass	ice	love	no	point
gray	if	lunch	noise	policeman
great	I'll		north	pond
green	in	made	nose	pony
grew	Indian	mail	not	pop
ground	inside	make	note	poor
grow	into	man	nothing	post
guess	is	many	now	present
	it	march	nut	press
had	its	matter		pretty
hair		may	of	puff
hall	jar	me	off	pull
hand	joke	meat	often	push
happen	jump	meet	oh	put
happy	just	men	old	puppy
hard		meow	on	
has	keep	met	once	quick
hat	kept	mew	one	quiet
have	kill	mice	only	quite
hay	kind	might	open	
he	kitchen	mile	or	rabbit
head	kitten	milk	orange	race
hear	knew	milkman	other	rain
heard	knock	mill	our	rake
heavy	know	minute	out	ran
held		miss	outside	read
hello	lady	Miss	over	ready
help	laid	money	own	real
hen	lamb	monkey		red
her	land	moo	paint	rest
here	large	more	pan	ride
herself	last	morning	paper	right
hid	late	most	park	ring
hide	laugh	mother	part	river
high	lay	mouse	party	road
hill	learn	mouth	pat	roar
him	leaves	move	paw	robin
himself	left	Mr.	pay	rock

rode	six	summer	today	wear
roll	skate	sun	toe	wee
roof	skin	sunshine	together	weed
room	skip	sure	told	week
rooster	sky	surprise	tomorrow	well
root	sled	swam	too	went
rope	sleep	sweet	took	were
round	sleepy	supper	top	west
row	slide	swim	town	wet
rub	slow	swing	toy	what
run	small		train	wheat
said	smell	table	tree	wheel
same	smile	tail	trick	when
sand	smoke	take	tried	where
sang	sniff	talk	trunk	which
sat	snow	tall	try	while
save	so	tap	turkey	white
saw	soft	teach	turn	who
say	sold	teacher	turtle	why
school	some	teeth	two	wide
sea	something	tell	uncle	wild
seat	sometime	ten	under	will
see	song	tent	umbrella	win
seed	soon	than	until	wind
seem	sound	thank	up	window
seen	soup	that	upon	wing
sell	splash	the	us	winter
send	spot	their	use	wish
sent	spring	them		with
set	squirrel	then	vegetable	without
seven	stand	there	very	woman
shake	star	these	visit	wonder
shall	start	they	voice	wood
she	station	thin		woke
shell	stay	thing	wagon	wolf
sheep	step	think	wait	word
shine	stick	this	wake	work
shoe	still	those	walk	world
shop	stone	though	want	worm
short	stood	thought	war	would
should	stop	three	warm	write
show	store	threw	was	yard
shut	story	throw	wash	year
sick	straight	ticket	watch	yellow
side	street	tie	water	yes
sign	string	tiger	wave	you
sing	strong	time	way	your
sister	such	tired	we	
sit	suit	to		zoo

TABLE II. FOR QUICK COMPUTATION OF THE SPACHE READABILITY FORMULA

		NUMBER OF SENTENCES																	
		19-22	16-18	14-15	12-13	11	10	9	8	7	6			5					
PERCENT OF HARD WORDS	AVERAGE SENTENCE LENGTH																		
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	0	1.5	1.7	1.8	2.0	2.1	2.2	2.4	2.5	2.7	2.8	3.0	3.1	3.2	3.4	3.5	3.7	3.8	3.9
	1	1.6	1.8	1.9	2.1	2.2	2.3	2.5	2.6	2.8	2.9	3.0	3.2	3.3	3.5	3.6	3.7	3.9	
	2	1.7	1.9	2.0	2.1	2.3	2.4	2.6	2.7	2.8	3.0	3.1	3.3	3.4	3.5	3.7	3.8		
	3	1.8	1.9	2.1	2.2	2.4	2.5	2.6	2.8	2.9	3.1	3.2	3.4	3.5	3.6	3.8	3.9		
	4	1.9	2.0	2.2	2.3	2.5	2.6	2.7	2.9	3.0	3.2	3.3	3.4	3.6	3.7	3.9			
	5	2.0	2.1	2.3	2.4	2.5	2.7	2.8	3.0	3.1	3.2	3.4	3.5	3.7	3.8	3.9			
	6	2.1	2.2	2.3	2.5	2.6	2.8	2.9	3.0	3.2	3.3	3.5	3.6	3.8	3.9				
	7	2.1	2.3	2.4	2.6	2.7	2.9	3.0	3.1	3.3	3.4	3.6	3.7	3.8					
	8	2.2	2.4	2.5	2.7	2.8	2.9	3.1	3.2	3.4	3.5	3.6	3.8	3.9					
	9	2.3	2.5	2.6	2.7	2.9	3.0	3.2	3.3	3.4	3.6	3.7	3.9						
	10	2.4	2.5	2.7	2.8	3.0	3.1	3.3	3.4	3.5	3.7	3.8							
	11	2.5	2.6	2.8	2.9	3.1	3.2	3.3	3.5	3.6	3.8	3.9							
	12	2.6	2.7	2.9	3.0	3.1	3.3	3.4	3.6	3.7	3.8								
	13	2.7	2.8	2.9	3.1	3.2	3.4	3.5	3.6	3.8	3.9								
	14	2.7	2.9	3.0	3.2	3.3	3.5	3.6	3.7	3.9									
	15	2.8	3.0	3.1	3.3	3.4	3.5	3.7	3.8										
	16	2.9	3.0	3.2	3.3	3.5	3.6	3.8	3.9										
	17	3.0	3.1	3.3	3.4	3.6	3.7	3.9											
	18	3.1	3.2	3.4	3.5	3.7	3.8												
	19	3.2	3.3	3.5	3.6	3.7	3.9												
	20	3.3	3.4	3.5	3.7	3.8													
	21	3.4	3.5	3.6	3.8	3.9													
	22	3.4	3.6	3.7	3.9														
	23	3.5	3.7	3.8															
	24	3.6	3.7	3.9															
	25	3.7	3.8																
26	3.8	3.9																	
27	3.9																		

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APPENDIX D

CORRESPONDENCE RELATING TO STATE REQUISITIONS

AND

REQUISITIONS FOR STATE TEXTBOOKS

- D-1. CORRESPONDENCE RELATING TO STATE REQUISITIONS,
APRIL 16, 1975
- D-2. CORRESPONDENCE RELATING TO STATE REQUISITIONS,
JANUARY 14, 1975
- D-3. REQUISITION FOR STATE TEXTBOOKS (GRADES 1-3), 1948-49
- D-4. REQUISITION FOR STATE TEXTBOOKS (GRADES 1-3), 1955-56
- D-5. REQUISITION FOR STATE TEXTBOOKS (GRADES 1-3), 1962-63
- D-6. REQUISITION FOR STATE TEXTBOOKS (GRADES 1-3), 1969-70
- D-7. REQUISITION FOR STATE TEXTBOOKS (GRADES 1-3), 1969-70

APPENDIX D-1

CORRESPONDENCE RELATED TO STATE REQUISITIONS

April 16, 1975

CALIFORNIA STATE LIBRARY
LIBRARY-COURTS BUILDING • P. O. BOX 2037 • SACRAMENTO, CALIF. 95809



TELEPHONE (916) 445-2585
TWX 910-367-3553

April 16, 1975

Mrs. Barbara Ensign
4479 Monticello
Riverside, California 92503

Dear Mrs. Ensign:

We have a copy of one of the textbooks about which you ask:
DOWN OUR WAY. This ordinarily does not circulate, but we
can make it available to you on interlibrary loan through the
Riverside Unified School District Library, at your request to
them. The call no. is *CLT 1040 D748do.

We regret that we do not have the other textbook, FIELDS AND
FENCES, about which you ask.

Sincerely,

Miriam Pike

(Mrs.) Miriam Pike
California Section

MP:t

APPENDIX D-2

CORRESPONDENCE RELATED TO STATE REQUISITION

January 14, 1975

CALIFORNIA STATE LIBRARY
LIBRARY-COURTS BUILDING • P. O. BOX 2037 • SACRAMENTO, CALIF. 95809



TELEPHONE (916) 445-2585
TWX 910-367-3553

January 14, 1975

Ms. Barbara Ensign
4479 Monticello
Riverside, California 92503

Dear Ms. Ensign:

Your letter to the State Department of Education has been referred to us for reply.

The California State Library houses a collection of California state textbooks on a selective basis.

The textbooks are retained for reference use, however, they have been made available through interlibrary loan for use in the borrowing library.

The collection consists primarily of textbooks adopted before 1945. There are a few holdings after that date. If you furnish us with a list of readers for grades 1 - 3 adopted in 1948, 1955, and 1962, we will check our catalog for you and notify you of our holdings.

An annual Department of Education publication CALIFORNIA STATE TEXTBOOKS, ELEMENTARY SCHOOL TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION FOR USE IN CALIFORNIA would be of use to you in selecting titles for us to check.

Sincerely,

Kenneth I. Pettitt

Kenneth I. Pettitt
Head Librarian
California Section

KIP:t

APPENDIX D-3

REQUISITION FOR STATE TEXTBOOKS

FIRST SEMESTER 1948-49

ROY E. SIMPSON
Superintendent of Public
Instruction
Sacramento 14, California

Read carefully instructions on reverse side before filling in requisition.
Requisitions omitting any information will be returned for completion

Approximate d

ATTENTION: Supervisor, State Textbook Distribution

School District, _____

Name of School District _____

ENROLLMENT BY GRADES

	1	2	3	4	5	6	7
Enrollment during final school month, year 1947-1948 (from teacher's register)							
Estimated enrollment during first school month, year 1948-1949 (See Instructions)							

Does district have semi-annual promotions? _____ If yes, give estimated enrollment _____
Yes or No _____ Low 1st Grade _____

Number of teachers employed in elementary schools (including teachers in grades 7 and 8 in junior high schools) _____ Number of elementary schools in district _____

LIST OF BOOKS FOR TITLE AND NAME OF AUTHOR SEE REVERSE SIDE OF BLANK	1 NUMBER OF BOOKS ON HAND NOW IN CONDITION TO USE	2 NUMBER OF ADDITIONAL BOOKS NEEDED	3 TOTAL	LIST OF BOOKS—CONTINUED FOR TITLE AND NAME OF AUTHOR SEE REVERSE SIDE OF BLANK	4 NUMBER OF BOOKS ON HAND IN COND TO U
READING				SCIENCE—Continued	
BASIC TEXTBOOKS				How and Why Club (4th)	
Our First Book (Read. Readiness)				How and Why Experiments (5th)	
Bill and Susan (Preprimer)				How and Why Discoveries (6th)	
Under the Tree (Preprimer)				Understanding Our Environment (7th)	
Through the Gate (Primer)				Understanding Our World (8th)	
Down the Road (1st) X				Insect Stories	
From Sea to Sea (3rd) X				Seashore Life	
All Aboard For Storyland (4th)				HISTORY AND GEOGRAPHY	
Looking Forward (5th)				BASIC TEXTBOOKS	
SUPPLEMENTARY TEXTBOOKS				The American Continents (5th)	
To School and Home Again (Primer)				My Country (5th)	
In the City and on the Farm (1st)				The U. S. of America (8th)	
Under the Roof (2nd)				SUPPLEMENTARY TEXTBOOKS	
OTHER TEXTBOOKS				California Beginnings (4th)	
Driving the Reading Road (7th)				UNITEXT BOOKLETS (5th)	
Progress on Reading Road (3th)				New England Colonial Days	
TEACHER'S MANUALS				New Amsterdam Colonial Days	
Beginning Read. Experiences (Low 1st)				Southern Colonial Days	
Through the Gate (Low 1st)				Prairie Children	
Down the Road (High 1st)				On the Oregon Trail	
In New Places (2nd) X					
From Sea to Sea (3rd)					

APPENDIX D-4

REQUISITION FOR STATE TEXTBOOKS

SECOND SEMESTER, 1955-56

J. H. JIMPMSON
*Intendent of Public
 Instruction*

READ CAREFULLY INSTRUCTIONS ON ATTACHED SHEET BEFORE FILLING IN REQUISITION
 REQUISITIONS OMITTING ANY INFORMATION WILL BE RETURNED FOR COMPLETION

ATTENTION: Supervisor, State Textbook Distribution
 California State Department of Education
 Sacramento 14, California

School District, _____

Name of School District _____

Signed: _____

Signature of Clerk _____

T.

Address _____

Street or R. F. D. and Box Number, If Any

Address _____

Approved: _____

Post Office _____

Shipping Address _____

Record of state office: _____

Date _____

ENROLLMENT BY GRADES

Enrollment at time of making requisition	1	2	3	4	5	6	7

Does district have semiannual promotions? _____

Yes or No

If answer is yes, supply figures on estimated enrollment
this sheet.Number of teachers employed in elementary schools (including
teachers in grades 7 and 8 in junior high schools)

Number of elementary schools in district

List of Books Available	1	2	3	List of Books Available	1
For complete list see attached sheet	NO. OF BOOKS ON HAND NOW IN CONDITION TO USE	NUMBER OF ADDITIONAL BOOKS NEEDED	TOTAL	For complete list see attached sheet	NO. OF ON HAND IN CON TO 1

READING

BASIC TEXTBOOKS

Stories in Pictures (Readiness Book)			
Three of Us (Preprimer—1st level)			
Play with Us (Preprimer—2nd level)			
Fun With Us (Preprimer—3rd level)			
Many Surprises (Primer)			
Happy Times (1st reader)	X		
Down Our Way (2nd reader—level I)	X		
Just for Fun (2nd reader—level II)			
Stories from Everywhere (3rd reader—level I)	X		
Once Upon a Storytime (3rd reader—level II)			

TEACHERS' EDITIONS—SUPPLEMENTARY
(TEXTBOOKS AND TEACHERS' MANUALS COMB)

Days of Fun (Primer)	
Our Happy Ways (1st reader)	
Meet Our Friends (2nd reader)	
Our Good Neighbors (3rd reader)	

TEACHERS' MANUALS—SUPPLEMENTARY

Luck and Pluck (4th reader)	
Merry Hearts and Bold (5th reader)	

SPELLING

Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	

APPENDIX D-5

REQUISITION FOR STATE TEXTBOOKS (GRADES 1-3), 1962-63

SECTION A: PUPILS TEXTBOOKS

If the school district's estimated enrollment number of pupils in each grade who will be the estimated number of pupils in each grade more of the other grades.

INSTRUCTIONS

Reading and Literature

SHELDON BASIC READING SERIES,
grades 1-6

THE GINN BASIC READERS, grades 1-6
NEW HORIZONS, grades 7-8

One copy for each two pupils enrolled in the grade for which each textbook is adopted. In school districts with enrollments of less than 100 pupils, in which pupils of more than one grade are in the same class, one copy for each pupil in such classes enrolled in the grade for which each textbook is adopted.

Grade

In classes with pupils of one grade only

In classes with pupils of one or more of the other grades

Entries in columns 1-12 must be in accordance with the instructions on pages 18 and 19 and must be shown for all titles.		Number of copies needed in 1962-63 for each purpose					Total number of copies in list for each grade
		To supply graded pupils	To supply ungraded pupils	To supply teachers	To supply supervisors	As a reserve	
Code	Title	1	2	3	4	5	
(00-19) READING AND LITERATURE							
BASIC TEXTBOOKS							
02 SHELDON BASIC READING SERIES 1:2 (see instructions)							
1107	Picture Stories (R) (1st)						
1112	At Home (PP-I) (1st)						
1117	Here and Near (PP-II) (1st)						
1122	Here and Away (PP-III) (1st)						
1127	Our School (P) (1st)						
1132	Our Town (1st)						
1207	Fields and Fences (R) (2nd)						
1212	Town and Country (2nd)						
1307	Magic Windows (R) (3rd)						
1312	Story Caravan (3rd)						
1407	Believe and Make-Believe (4th)						
1507	Finding the Way (5th)						
1607	Arrivals and Departures (6th)						
03 THE GINN BASIC READERS 1:2 (see instructions)							
1108	Fun with Tom and Betty (R) (1st)						
1113	My Little Red Story Book (PP-I) (1st)						
1118	My Little Green Story Book (PP-II) (1st)						
1123	My Little Blue Story Book (PP-III) (1st)						
1128	The Little White House (P) (1st)						
1133	On Cherry Street (1st)						
1208	We Are Neighbors (I) (2nd)						
1213	Around the Corner (II) (2nd)						
1308	Finding New Neighbors (I) (3rd)						
1313	Friends Far and Near (II) (3rd)						

MAX RAFFERTY

Superintendent of Public Instruction
Attention: Supervisor, State Textbook
DistributionState Department of Education
Sacramento, California 95814

Telephone: (Area Code: 916) 445-5731

ANNUAL REPORT
AND
REQUISITION FOR
STATE TEXTBOOKS
1969-70Completer
must be
superinten
and forwa
of PublicRefer to booklet *Information and Instructions for the preparation of Annual Report and Requisition for State Textbooks* before making any entries.

ART THREE must be received by the Superintendent of Public Instruction by April 15, 1969, if initial shipment is requested before May 15, 1969; or by May 15, 1969, if initial shipment is requested during a later period.

Riverside Unified School School District
Name of school district
 Mailing address 3954 12th St Ship to: 3070 Washington
Street Riverside 92504
City Mrs. Ray Barry 92501
Name of district superintendent of schools Zip code

Name of clerk of governing board if no district superintendent is employed
 School district telephone number 684-5110 714
Number to be called for information regarding state textbooks Area code

Date of preparation of this report May 6 1969

Date school term opens Sept. 11 1969

Initial shipment is requested:?

Prior to May 15, 1969 ☐
 Between May 15-July 1, 1969 ☐
 After July 1, 1969 ☐

Riverside

CERTIFICATION

I certify:

That

Mrs. Marie C. LeePrint or type name

designated by the governing board of this school

That estimates of maximum enrollment, numbers and assignments of teachers and supervisors are included and used for all other planning within this school district

That an inventory of all state textbooks listed here preceding the date of preparation of this report is included and that entries in column 7 are the numbers of each inventory were on hand and in condition to use.

That entries in column 8 are the most accurate estimate of the number of copies to be lost, consumed, or declared unusable during 1969-70 school term.

That this report has been prepared in accordance with the best of my knowledge and belief all entries are true

That the governing board of this school district is authorized by the California Administrative Code, Title 5, Education, to collect and transmittal of money for willful loss of state textbooks.

Entries in columns 1-9 must be in accordance with instructions and must be shown for all titles to which the district or other agency is entitled.	Number of copies needed for use in 1969-70					Total cols. 1-5	Number of copies on hand in condition to use as per inventory	Estimated num- ber of copies to be lost, consumed, or declared unusable prior to close of 1969-70 term	Number of copies requested for 1969-70 (col. 6 plus col. 8 minus col. 7)
	Entries may be less than but must not exceed the numbers of copies authorized for each purpose.								
	To supply graded pupils	To supply ungraded pupils	To supply teachers	To supply supervisors	As a reserve				
	1	2	3	4					
Title	Record total only.		Record total only.		5	6	7	8	9

READING AND LITERATURE BASIC TEXTBOOKS

On Our Way to Read (1st) 1:1	*	2192			43	2235		210	2435
Phonics Workbook: Preprimers and Primer (1st) 1:2	*	1096				1096			1096
Phonics Workbook: Real and Make-Believe (1st) 1:2	*	1096				1096			1096
Peppermint Fence (1st) 1:4	*	548			11	559		54	613
Sky Blue (1st) 1:4	*	548			11	559		54	613
Worlds of Wonder (1st) 1:1fca	*	460			9	469		46	515
Lands of Pleasure (1st) 1:1fca	*	460			9	469		46	515
Off We Go with Stories (1st) 1:3aca, sca	*	466			9	475		46	521
Janet and Mark (1st) 1:1aca, sca	*	1399			27	1426	1212	140	1566
Outdoors and In (1st) 1:1aca, sca	*	1399			27	1426		140	1566
City Days, City Ways (1st) 1:1aca, sca	*	1399			27	1426		140	1566
Just for Fun (1st) 1:1aca, sca	*	1399			27	1426		140	1566
Around the Corner (O'Donnell) (1st) 1:1aca, sca	*	1399			27	1426		140	1566
Real and Make-Believe (1st) 1:1aca, sca	*	1399			27	1426		140	1566
From Elephants to Eskimos (1st) 1:3aca, sca	*	412	466		9	475	422	46	521
In the City (1st) 1:1fed, acd, scd	*	495			9	504		49	553
People Read (1st) 1:1fed, acd, scd	*	495			9	504		49	553
Around the City (1st) 1:1fed, acd, scd	*	495			9	504		49	553
Uptown, Downtown (1st) 1:1fed, acd, scd	*	495			9	504		49	553
Phonics Workbook: All Through the Year (2nd) 1:2	*	1156				1156			1156
Star Bright (2nd) 1:4	*	578			11	589		57	646
Enchanted Gates (2nd) 1:1fca	*	491			9	491		49	540
Shining Bridges (2nd) 1:1fca	*	482			9	491		49	540
All Through the Year (2nd) 1:1aca, sca	*	1319			26	1345		134	1479
From Fins to Feathers (2nd) 1:3aca, sca	*	440			9	449		44	493
My City (2nd) 1:1fed, acd, scd	*	512			10	522		51	573
Green Light, Go (2nd) 1:1fed, acd, scd	*	512			10	522		51	573
Meadow Green (3rd) 1:4	*	576			11	587		58	645
Better Than Gold (3rd) 1:1fca	*	485			9	494		49	543
More Than Words (3rd) 1:1fca	*	485			9	494		49	543
From Far Away Places (3rd) 1:1aca, sca	*	1300			26	1326		130	1456
From Bicycles to Boomerangs (3rd) 1:3aca, sca	*	435			8	443		44	487
City Sidewalks (3rd) 1:1fed, acd, scd	*	515			10	525		52	577
Round the Corner (Bank Street) (3rd) 1:1fed, acd, scd	*	515			10	525		52	577
Much Majesty (4th) 1:3	*	749			14	763		76	839

APPENDIX E

WORKSHEETS FOR APPLICATION OF THE
SPACHE READABILITY FORMULA
FOR GRADES 1-3

APPENDIX E

Worksheet for Application of the Spache Readability Formula for Grades I-III

1.1

Article or Book Down The Road Date 1945

Author Nila Blanton Smith Publisher Silver Burdett Co.

Page ⁽¹⁾9-10 Page ⁽²⁾36-38 Page ⁽³⁾49-50 Page ⁽⁴⁾67-68

From My From The From Good-by From May

To store To donkey To shop To Pinky

1. Number words	<u>112</u>	<u>100</u>	<u>101</u>	<u>101</u>
2. Number sentences	<u>16</u>	<u>14</u>	<u>14</u>	<u>14</u>
3. Number words not on Stone Revised Word List	<u>0</u>	<u>2</u>	<u>1</u>	<u>0</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>0</u>	<u>2.</u>	<u>.990</u>	<u>.0</u>
6. Multiply (4) by .141	<u>.987</u>	<u>.987</u>	<u>.987</u>	<u>.987</u>
7. Multiply (5) by .086	<u>0</u>	<u>.172</u>	<u>.085</u>	<u>.0</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>1.826</u>	<u>1.998</u>	<u>2.062</u>	<u>1.826</u>

Average grade placement of 1.928 samples 4

Analyzed by _____

Date June 23, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Down The Road Date 1945

Author Nila Blanton Smith Publisher Silver Burdett Co.

(5) (6) (7) (8)
Page 111-112 Page 122-123 Page 159-160 Page 187

From In From Susan's From The From Then
To flew To house To straw-
berries To world

1. Number words	<u>102</u>	<u>107</u>	<u>102</u>	<u>107</u>
2. Number sentences	<u>13</u>	<u>15</u>	<u>15</u>	<u>13</u>
3. Number words not on Stone Revised Word List	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>8</u>	<u>7</u>	<u>7</u>	<u>8</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>2.94</u>	<u>.009</u>	<u>.0196</u>	<u>.0093</u>
6. Multiply (4) by .141	<u>1.13</u>	<u>.987</u>	<u>.987</u>	<u>1.128</u>
7. Multiply (5) by .086	<u>.253</u>	<u>.001</u>	<u>.00168</u>	<u>.001</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.222</u>	<u>1.827</u>	<u>1.827</u>	<u>1.968</u>

1.961

4

Average grade placement of 1.9445 samples 8

Analyzed by _____

Date June 23, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

2.1

Article or Book In New Places Date 1945

Author Nila Blanton Smith Publisher Silver Burdett Co.

	(1) Page <u>41-42</u>	(2) Page <u>68-69</u>	(3) Page <u>83-84</u>	(4) Page <u>147</u>
	From <u>Jimmie</u>	From <u>The</u>	From <u>All</u>	From <u>Other</u>
	To <u>street</u>	To <u>caps</u>	To <u>time</u>	To <u>it</u>
1. Number words	<u>100</u>	<u>103</u>	<u>104</u>	<u>103</u>
2. Number sentences	<u>9</u>	<u>14</u>	<u>10</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>11.11</u>	<u>7.357</u>	<u>10.4</u>	<u>9.363</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>1.</u>	<u>0.970</u>	<u>0.961</u>	<u>2.912</u>
6. Multiply (4) by .141	<u>1.566</u>	<u>1.037</u>	<u>1.466</u>	<u>1.320</u>
7. Multiply (5) by .086	<u>0.086</u>	<u>0.083</u>	<u>0.082</u>	<u>0.250</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.491</u>	<u>1.959</u>	<u>2.387</u>	<u>2.409</u>

Average grade placement of 2.3115 samples 4

Analyzed by _____

Date June 23, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book In New Places Date 1945

Author Nila Blanton Smith Publisher Silver Burdett Co.

(5) (6) (7) (8)
Page 166 Page 183 Page 197-198 Page 251

From So From The From He From That

To before To water To wind To catfish

1. Number words	<u>102</u>	<u>111</u>	<u>103</u>	<u>100</u>
2. Number sentences	<u>9</u>	<u>12</u>	<u>10</u>	<u>8</u>
3. Number words not on Stone Revised Word List	<u>2</u>	<u>5</u>	<u>2</u>	<u>6</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>11.33</u>	<u>9.25</u>	<u>10.3</u>	<u>12.5</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>1.960</u>	<u>4.504</u>	<u>1.941</u>	<u>6.</u>
6. Multiply (4) by .141	<u>1.597</u>	<u>1.304</u>	<u>1.452</u>	<u>1.762</u>
7. Multiply (5) by .086	<u>0.168</u>	<u>0.387</u>	<u>0.166</u>	<u>0.516</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.004</u>	<u>2.530</u>	<u>2.457</u>	<u>3.117</u>

2.419 8

Average grade placement of 2.527 samples 4

Analyzed by _____

Date June 24, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

3.

Article or Book From Sea to Sea Date 1945

Author Nila Blanton Smith Publisher Silver Burdett Co.

(1)	(2)	(3)	(4)
Page <u>30-31</u>	Page <u>64</u>	Page <u>91</u>	Page <u>135</u>

From <u>The</u>	From <u>Sandy</u>	From <u>The</u>	From <u>Down</u>
-----------------	-------------------	-----------------	------------------

To <u>legs</u>	To <u>eat</u>	To <u>song</u>	To <u>deck</u>
----------------	---------------	----------------	----------------

1. Number words	<u>102</u>	<u>104</u>	<u>102</u>	<u>107</u>
2. Number sentences	<u>11</u>	<u>10</u>	<u>12</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>7</u>	<u>8</u>	<u>4</u>	<u>9</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>9.272</u>	<u>10.4</u>	<u>8.5</u>	<u>9.727</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>6.862</u>	<u>7.692</u>	<u>3.921</u>	<u>8.411</u>
6. Multiply (4) by .141	<u>1.307</u>	<u>1.464</u>	<u>1.198</u>	<u>1.371</u>
7. Multiply (5) by .086	<u>0.590</u>	<u>0.661</u>	<u>0.337</u>	<u>0.723</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.736</u>	<u>2.964</u>	<u>2.374</u>	<u>2.933</u>

Average grade placement of 2.751 samples 4

Analyzed by _____

Date June 24, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book From Sea to Sea Date 1945

Author Nila Blanton Smith Publisher Silver Burdett Co.

(5) (6) (7) (8)
Page 184 Page 229 Page 258 Page 308

From Where From After From So From The

To anything To plants To trail To was

1. Number words	<u>114</u>	<u>103</u>	<u>106</u>	<u>100</u>
2. Number sentences	<u>9</u>	<u>9</u>	<u>8</u>	<u>8</u>
3. Number words not on Stone Revised Word List	<u>10</u>	<u>4</u>	<u>12</u>	<u>7</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>12.66</u>	<u>11.44</u>	<u>13.25</u>	<u>12.5</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>8.771</u>	<u>3.883</u>	<u>11.320</u>	<u>7.</u>
6. Multiply (4) by .141	<u>1.785</u>	<u>1.613</u>	<u>1.868</u>	<u>1.762</u>
7. Multiply (5) by .086	<u>0.754</u>	<u>0.333</u>	<u>0.973</u>	<u>0.602</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>3.378</u>	<u>2.785</u>	<u>3.680</u>	<u>3.203</u>

3.006 8

Average grade placement of 3.261 samples 4

Analyzed by _____

Date June 24, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Happy Times Date 1949

Author Guy L. Bond, Grace Dorsey,
Marie Cuddy, Kathleen Wise Publisher Lyons & Carnahan

(1) (2) (3) (4)
Page 13-15 Page 21-23 Page 67-69 Page 109-110

From Choto From Choto From Mary From The

To peanut To stopped To candy To ground

1. Number words	<u>103</u>	<u>100</u>	<u>101</u>	<u>105</u>
2. Number sentences	<u>17</u>	<u>16</u>	<u>18</u>	<u>15</u>
3. Number words not on Stone Revised Word List	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>6.05</u>	<u>6</u>	<u>5.61</u>	<u>7</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>1.94</u>	<u>0</u>	<u>0</u>	<u>1.904</u>
6. Multiply (4) by .141	<u>.853</u>	<u>.846</u>	<u>.791</u>	<u>.987</u>
7. Multiply (5) by .086	<u>.167</u>	<u>0</u>	<u>0</u>	<u>.164</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>1.859</u>	<u>1.685</u>	<u>1.630</u>	<u>1.990</u>

Average grade placement of 1.791 samples 4

Analyzed by _____

Date June 25, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Happy Times Date 1949

Author Guy L. Bond, etc. Publisher Lyons & Carnahan

(5) (6) (7) (8)
Page 126-127 Page 138-139 Page 152-154 Page 174

From Up From Then From All From Waddle

To him To stick To by To sleep

1. Number words	<u>109</u>	<u>107</u>	<u>103</u>	<u>103</u>
2. Number sentences	<u>18</u>	<u>15</u>	<u>13</u>	<u>10</u>
3. Number words not on Stone Revised Word List	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>6.05</u>	<u>7.13</u>	<u>7.92</u>	<u>10.3</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>2.75</u>	<u>.934</u>	<u>1.94</u>	<u>.970</u>
6. Multiply (4) by .141	<u>.853</u>	<u>1.01</u>	<u>1.12</u>	<u>1.452</u>
7. Multiply (5) by .086	<u>.236</u>	<u>.080</u>	<u>.167</u>	<u>.083</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>1.928</u>	<u>1.929</u>	<u>2.126</u>	<u>2.374</u>

1.940 8

Average grade placement of 2.089 samples 4

Analyzed by _____

Date June 25, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Down Our Way Date 1949

Author Guy L. Bond Publisher Lyons & Carnahan

(1) (dia.) (2) (dia.) (3) (4)
Page 38-39 Page 67-68 Page 81-82 Page 115

From Another From One From Mr. From The

To it To bottles To fire To find

1. Number words	<u>103</u>	<u>102</u>	<u>103</u>	<u>105</u>
2. Number sentences	<u>11</u>	<u>9</u>	<u>10</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>2</u>	<u>3</u>	<u>3</u>	<u>5</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>9.363</u>	<u>11.333</u>	<u>10.3</u>	<u>9.545</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>1.941</u>	<u>2.941</u>	<u>2.912</u>	<u>4.761</u>
6. Multiply (4) by .141	<u>1.320</u>	<u>1.597</u>	<u>1.452</u>	<u>1.345</u>
7. Multiply (5) by .086	<u>0.1669</u>	<u>0.252</u>	<u>0.250</u>	<u>0.409</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.325</u>	<u>2.688</u>	<u>2.541</u>	<u>2.593</u>

Average grade placement of 2.536 samples 4

Analyzed by _____

Date June 26, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book Down Our Way Date 1949

Author Guy L. Bond Publisher Lyons & Carnahan

(dia.) (5) (dia.) (6) (dia.) (7) (8)
Page 162-163 Page 182-183 Page 200-201 Page 238-239

From All From No From After From The

To that To family To hole To him

1. Number words	<u>107</u>	<u>104</u>	<u>105</u>	<u>109</u>
2. Number sentences	<u>10</u>	<u>11</u>	<u>14</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>4</u>	<u>0</u>	<u>3</u>	<u>5</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>10.7</u>	<u>9.454</u>	<u>7.5</u>	<u>9.909</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>3.738</u>	<u>0</u>	<u>2.857</u>	<u>4.587</u>
6. Multiply (4) by .141	<u>1.508</u>	<u>1.333</u>	<u>1.057</u>	<u>1.397</u>
7. Multiply (5) by .086	<u>0.321</u>	<u>0</u>	<u>0.245</u>	<u>0.394</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.668</u>	<u>2.172</u>	<u>2.141</u>	<u>2.630</u>

2.469 8

Average grade placement of 2.402 samples 4

Analyzed by _____

Date June 26, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Stories From Everywhere Date 1949

Author Guy L. Bond Publisher Lyons & Carnahan

(1) (2) (3) (4)
Page 46-47 Page 83 Page 102 Page 121

From In From That From After From On

To cage To done To food To too

1. Number words	<u>107</u>	<u>102</u>	<u>104</u>	<u>102</u>
2. Number sentences	<u>10</u>	<u>8</u>	<u>9</u>	<u>10</u>
3. Number words not on Stone Revised Word List	<u>7</u>	<u>7</u>	<u>5</u>	<u>9</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>10.7</u>	<u>12.75</u>	<u>11.55</u>	<u>10.2</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>6.542</u>	<u>6.862</u>	<u>4.807</u>	<u>8.823</u>
6. Multiply (4) by .141	<u>1.508</u>	<u>1.797</u>	<u>1.628</u>	<u>1.438</u>
7. Multiply (5) by .086	<u>0.562</u>	<u>0.411</u>	<u>0.413</u>	<u>0.758</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.909</u>	<u>3.047</u>	<u>2.880</u>	<u>3.035</u>

Average grade placement of 2.967 samples 4

Analyzed by _____

Date June 26, 1975

Worksheet for Application of the Spache Readability Formula for Grades 1-III

Article or Book Stories From Everywhere Date 1949

Author Guy L. Bond Publisher Lyons & Carnahan

	(5) Page <u>190</u>	(6) Page <u>213</u>	(7) Page <u>244</u>	(8) Page <u>293</u>
	From <u>It</u>	From <u>As</u>	From <u>He</u>	From <u>Then</u>
	To <u>more</u>	To <u>place</u>	To <u>it</u>	To <u>fish</u>
1. Number words	<u>110</u>	<u>107</u>	<u>115</u>	<u>119</u>
2. Number sentences	<u>7</u>	<u>9</u>	<u>9</u>	<u>12</u>
3. Number words not on Stone Revised Word List	<u>12</u>	<u>14</u>	<u>6</u>	<u>3</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>15.71</u>	<u>11.88</u>	<u>12.77</u>	<u>9.916</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>10.909</u>	<u>13.084</u>	<u>5.217</u>	<u>2.521</u>
6. Multiply (4) by .141	<u>2.215</u>	<u>1.663</u>	<u>1.800</u>	<u>1.398</u>
7. Multiply (5) by .086	<u>0.938</u>	<u>1.125</u>	<u>0.448</u>	<u>0.216</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>3.992</u>	<u>3.627</u>	<u>3.087</u>	<u>2.453</u>

3.128 8

Average grade placement of 3.289 samples 4

Analyzed by _____

Date June 26, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book On Cherry Street Date 1957

Author Odille Ousley, David H. Russell Publisher Ginn & Company

(dia.) (1) (dia.) (2) (dia.) (3) (4)
Page 24-26 Page 42-43 Page 74-75 Page 110-111

From Miss From Father From Betty From Then

To said To mitten To Betty To house

1. Number words	<u>102</u>	<u>101</u>	<u>102</u>	<u>110</u>
2. Number sentences	<u>18</u>	<u>16</u>	<u>15</u>	<u>17</u>
3. Number words not on Stone Revised Word List	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>5.666</u>	<u>6.312</u>	<u>6.8</u>	<u>6.470</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>.980</u>	<u>.990</u>	<u>1.960</u>	<u>.909</u>
6. Multiply (4) by .141	<u>.798</u>	<u>.889</u>	<u>.958</u>	<u>.912</u>
7. Multiply (5) by .086	<u>.084</u>	<u>.085</u>	<u>.168</u>	<u>.078</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>1.721</u>	<u>1.813</u>	<u>1.965</u>	<u>1.829</u>

1.904 8

Average grade placement of 1.832 samples 4

Analyzed by _____

Date June 30, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book On Cherry Street Date 1957

Author Odille Ousley Publisher Ginn & Company

(dia.) (5) (dia.) (6) (7) (8)
Page 125-126 Page 156-157 Page 195-197 Page 210-211

From The From Flip From So From Little

To street To duck To do To do

1. Number words	<u>111</u>	<u>103</u>	<u>101</u>	<u>100</u>
2. Number sentences	<u>15</u>	<u>15</u>	<u>16</u>	<u>14</u>
3. Number words not on Stone Revised Word List	<u>4</u>	<u>3</u>	<u>1</u>	<u>1</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>7.4</u>	<u>6.86</u>	<u>6.31</u>	<u>7.42</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>3.60</u>	<u>2.912</u>	<u>.009</u>	<u>1.</u>
6. Multiply (4) by .141	<u>1.04</u>	<u>.967</u>	<u>.889</u>	<u>1.007</u>
7. Multiply (5) by .086	<u>.309</u>	<u>.250</u>	<u>.0007</u>	<u>.0861</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.188</u>	<u>2.056</u>	<u>1.728</u>	<u>1.932</u>

Average grade placement of 1.976 samples 4

Analyzed by _____

Date June 30, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book We Are Neighbors Date 1957

Author Odille Ousley, David H. Russell Publisher Ginn & Co.

(dia.) (1) (dia.) (2) (dia.) (3) (dia.) (4)
Page 16-17 Page 40-41 Page 72-73 Page 136-137

From The From Mr. From Nibbler From Snapp

To chair To boxes To now To street

1. Number words	<u>101</u>	<u>100</u>	<u>102</u>	<u>100</u>
2. Number sentences	<u>15</u>	<u>12</u>	<u>9</u>	<u>12</u>
3. Number words not on Stone Revised Word List	<u>0</u>	<u>0</u>	<u>3</u>	<u>2</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>6.733</u>	<u>8.333</u>	<u>11.33</u>	<u>8.333</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>0</u>	<u>0</u>	<u>2.941</u>	<u>2.</u>
6. Multiply (4) by .141	<u>0.949</u>	<u>1.174</u>	<u>1.597</u>	<u>1.174</u>
7. Multiply (5) by .086	<u>0</u>	<u>0</u>	<u>0.252</u>	<u>0.172</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>1.788</u>	<u>1.956</u>	<u>2.688</u>	<u>2.185</u>

2.330 8

Average grade placement of 2.154 samples 4

Analyzed by _____

Date July 1, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book We Are Neighbors Date 1957

Author Odille Ousley Publisher Ginn & Co.

(5) (6) (7) (8)
Page 170 Page 188-189 Page 228 Page 256

From Soon From Johnny From That From Jack

To yellow To hat To better To by

1. Number words	<u>100</u>	<u>109</u>	<u>107</u>	<u>110</u>
2. Number sentences	<u>13</u>	<u>9</u>	<u>12</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>4</u>	<u>2</u>	<u>5</u>	<u>4</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>7.692</u>	<u>12.11</u>	<u>8.916</u>	<u>10.</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>4.</u>	<u>1.834</u>	<u>4.672</u>	<u>3.636</u>
6. Multiply (4) by .141	<u>1.084</u>	<u>1.707</u>	<u>1.257</u>	<u>1.41</u>
7. Multiply (5) by .086	<u>0.344</u>	<u>0.157</u>	<u>0.401</u>	<u>0.312</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.267</u>	<u>2.703</u>	<u>2.497</u>	<u>2.561</u>

Average grade placement of 2.507 samples 4

Analyzed by _____

Date July 1, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Finding New Neighbors Date 1958

Author David H. Russell, Gretchen Wulfing, O. Ousley Publisher Ginn & Co.

(1) (2) (3) (4)
Page 14 Page 37-38 Page 85-86 Page 157

From When From Most From But From While

To children To kitchen To dark To out

1. Number words	<u>103</u>	<u>102</u>	<u>100</u>	<u>103</u>
2. Number sentences	<u>11</u>	<u>10</u>	<u>8</u>	<u>8</u>
3. Number words not on Stone Revised Word List	<u>3</u>	<u>5</u>	<u>3</u>	<u>7</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>9.363</u>	<u>10.2</u>	<u>12.5</u>	<u>12.87</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>2.912</u>	<u>4.901</u>	<u>3.</u>	<u>6.796</u>
6. Multiply (4) by .141	<u>1.320</u>	<u>1.438</u>	<u>1.762</u>	<u>1.814</u>
7. Multiply (5) by .086	<u>0.250</u>	<u>0.421</u>	<u>0.258</u>	<u>0.584</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.409</u>	<u>2.698</u>	<u>2.859</u>	<u>3.237</u>

Average grade placement of 2.800 samples 4

Analyzed by _____

Date July 2, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Finding New Neighbors Date 1958

Author David H. Russell Publisher Ginn & Co.

(5) (6) (7) (8)
Page 204 Page 232 Page 268 Page 296-297

From The From New From Two From Then

To meadow To on To elevator To back

1. Number words	<u>117</u>	<u>104</u>	<u>103</u>	<u>103</u>
2. Number sentences	<u>9</u>	<u>11</u>	<u>8</u>	<u>8</u>
3. Number words not on Stone Revised Word List	<u>11</u>	<u>7</u>	<u>3</u>	<u>10</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>13.</u>	<u>9.454</u>	<u>12.87</u>	<u>12.87</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>9.401</u>	<u>6.730</u>	<u>2.912</u>	<u>9.708</u>
6. Multiply (4) by .141	<u>1.833</u>	<u>1.333</u>	<u>1.814</u>	<u>1.814</u>
7. Multiply (5) by .086	<u>0.808</u>	<u>0.578</u>	<u>0.250</u>	<u>0.834</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>3.480</u>	<u>2.750</u>	<u>2.403</u>	<u>3.487</u>

2.915 8

Average grade placement of 3.03 samples 4

Analyzed by _____

Date July 2, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book Real and Make Believe Date 1966

Author Mabel O'Donnell Publisher Harper & Row

(1) (dia.) (2) (dia.) (3) (4)
Page 20-21 Page 51-52 Page 81-82 Page 122-123

From So From Your From There From Chitter-chatter

To around To grass To nickles To good

1. Number words	<u>111</u>	<u>101</u>	<u>109</u>	<u>104</u>
2. Number sentences	<u>11</u>	<u>16</u>	<u>14</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>7</u>	<u>4</u>	<u>5</u>	<u>5</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>10.09</u>	<u>6.312</u>	<u>7.785</u>	<u>9.454</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>6.306</u>	<u>3.960</u>	<u>4.587</u>	<u>4.807</u>
6. Multiply (4) by .141	<u>1.422</u>	<u>0.889</u>	<u>1.097</u>	<u>1.333</u>
7. Multiply (5) by .086	<u>0.542</u>	<u>0.340</u>	<u>0.394</u>	<u>0.413</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.803</u>	<u>2.068</u>	<u>2.330</u>	<u>2.585</u>

Average grade placement of 2.446 samples 4

Analyzed by _____

Date July 7, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book Real and Make Believe Date 1966

Author Mabel O'Donnell Publisher Harper & Row

	(5) Page <u>139-140</u>	(6) Page <u>163-164</u>	(dia.) (7) Page <u>195-196</u>	(dia.) (8) Page <u>216-217</u>
	From <u>Then</u>	From <u>One</u>	From <u>Now</u>	From <u>What</u>
	To <u>squirrel</u>	To <u>hill</u>	To <u>do</u>	To <u>by</u>
1. Number words	<u>104</u>	<u>111</u>	<u>107</u>	<u>103</u>
2. Number sentences	<u>9</u>	<u>7</u>	<u>13</u>	<u>11</u>
3. Number words not on Stone Revised Word List	<u>4</u>	<u>5</u>	<u>5</u>	<u>1</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>11.55</u>	<u>15.85</u>	<u>8.230</u>	<u>9.363</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>3.846</u>	<u>4.504</u>	<u>4.672</u>	<u>0.970</u>
6. Multiply (4) by .141	<u>1.628</u>	<u>2.234</u>	<u>1.160</u>	<u>1.320</u>
7. Multiply (5) by .086	<u>0.330</u>	<u>0.387</u>	<u>0.401</u>	<u>0.083</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.797</u>	<u>3.460</u>	<u>2.400</u>	<u>2.242</u>

2.585

8

Average grade placement of 2.724 samples 4

Analyzed by _____

Date July 7, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book All Through the Year Date 1969

Author Mabel O'Donnell Publisher Harper & Row

(dia.) (1) (dia.) (2) (3) (dia.) (4)
Page 18-19 Page 43-44 Page 64 Page 95-96

From After From Some From Rusty From We

To yourself To off To me To tumble

1. Number words	<u>108</u>	<u>104</u>	<u>106</u>	<u>107</u>
2. Number sentences	<u>13</u>	<u>8</u>	<u>8</u>	<u>9</u>
3. Number words not on Stone Revised Word List	<u>5</u>	<u>6</u>	<u>5</u>	<u>8</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>8.307</u>	<u>13.</u>	<u>13.25</u>	<u>11.88</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>4.629</u>	<u>5.769</u>	<u>4.716</u>	<u>7.476</u>
6. Multiply (4) by .141	<u>1.171</u>	<u>1.833</u>	<u>1.868</u>	<u>1.675</u>
7. Multiply (5) by .086	<u>0.398</u>	<u>0.496</u>	<u>0.405</u>	<u>0.642</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.408</u>	<u>3.168</u>	<u>3.112</u>	<u>3.156</u>

3.124 8

Average grade placement of 2.961 samples 4

Analyzed by _____

Date July 8, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book All Through the Year Date 1969

Author Mabel O'Donnell Publisher Harper & Row

(dia.) (5) (dia.) (6) (7) (8)
Page 127 Page 175 Page 208 Page 242-243

From We From Do From It From Everyone

To him To snow To steps To job

1. Number words	<u>111</u>	<u>109</u>	<u>100</u>	<u>107</u>
2. Number sentences	<u>10</u>	<u>11</u>	<u>6</u>	<u>9</u>
3. Number words not on Stone Revised Word List	<u>7</u>	<u>11</u>	<u>6</u>	<u>11</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>11.1</u>	<u>9.909</u>	<u>16.66</u>	<u>11.88</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>6.30</u>	<u>10.09</u>	<u>6.</u>	<u>10.280</u>
6. Multiply (4) by .141	<u>1.565</u>	<u>1.397</u>	<u>2.349</u>	<u>1.675</u>
7. Multiply (5) by .086	<u>0.541</u>	<u>0.867</u>	<u>0.516</u>	<u>0.884</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>2.945</u>	<u>3.103</u>	<u>3.704</u>	<u>3.398</u>

3.124 8

Average grade placement of 3.287 samples 4

Analyzed by _____

Date July 8, 1975

Worksheet for Application of the Spache Readability Formula for Grades I-III

Article or Book From Faraway Places Date 1969

Author Mabel O'Donnell Publisher Harper & Row

(1) (2) (3) (4)
Page 11-12 Page 86-87 Page 126 Page 171

From When From Ramon's From It From Since

To sky To place To door To line

1. Number words	<u>100</u>	<u>112</u>	<u>105</u>	<u>111</u>
2. Number sentences	<u>7</u>	<u>6</u>	<u>12</u>	<u>7</u>
3. Number words not on Stone Revised Word List	<u>8</u>	<u>10</u>	<u>8</u>	<u>7</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>14.285</u>	<u>18.666</u>	<u>8.75</u>	<u>15.857</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>8</u>	<u>8.928</u>	<u>7.619</u>	<u>6.3</u>
6. Multiply (4) by .141	<u>2.014</u>	<u>2.631</u>	<u>1.233</u>	<u>2.235</u>
7. Multiply (5) by .086	<u>0.688</u>	<u>0.767</u>	<u>0.655</u>	<u>0.541</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>3.541</u>	<u>4.237</u>	<u>2.727</u>	<u>3.615</u>

Average grade placement of 3.53 samples 4

Analyzed by _____

Date July 10, 1975

Worksheet for Application of the
Spache Readability Formula for Grades I-III

Article or Book From Faraway Places Date 1969

Author Mabel O'Donnell Publisher Harper & Row

(5) (6) (7) (8)
Page 222 Page 244 Page 325 Page 345

From Outside From The From Fripoun From The
To table To Ballaghad-reen To sleep To Mark

1. Number words	<u>115</u>	<u>116</u>	<u>102</u>	<u>104</u>
2. Number sentences	<u>6</u>	<u>3</u>	<u>7</u>	<u>6</u>
3. Number words not on Stone Revised Word List	<u>14</u>	<u>17</u>	<u>9</u>	<u>11</u>
4. Ave. Sentence Length (Divide 1 by 2)	<u>19.16</u>	<u>38.66</u>	<u>14.571</u>	<u>17.333</u>
5. Per cent hard words (Divide 3 by 1, mul- tiply by 100)	<u>12.173</u>	<u>14.655</u>	<u>8.82</u>	<u>10.576</u>
6. Multiply (4) by .141	<u>2.701</u>	<u>5.451</u>	<u>2.054</u>	<u>2.443</u>
7. Multiply (5) by .086	<u>1.046</u>	<u>1.260</u>	<u>.758</u>	<u>0.909</u>
8. Constant	<u>.839</u>	<u>.839</u>	<u>.839</u>	<u>.839</u>
9. Estimated grade placement (Add, 6, 7, and 8)	<u>4.586</u>	<u>7.55</u>	<u>3.651</u>	<u>4.191</u>

4.262 8

Average grade placement of 4.994 samples 4

Analyzed by _____

Date July 10, 1975

APPENDIX F

WORDS FROM TEXTS SAMPLED NOT LISTED ON
CLARENCE R. STONE'S REVISION OF THE
DALE LIST OF 769 EASY WORDS

APPENDIX F

WORDS NOT LISTED ON CLARENCE R. STONE'S REVISION OF THE
DALE LIST OF 769 EASY WORDS, 1948 ADOPTION

Down the Road, First Reader

1. 0	2. donkey stuck	3. barber	4. 0
5. crow scarecrow caw	6. sandwiches	7. strawberries pails	8. peacock

In New Places, Second Reader

1. door	2. peddler	3. cannot	4. built change apartment
5. drove terrific	6. beavers stream gnawing through floated	7. led berries	8. dogfish clams shore stuffed biscuits chase

From Sea to Sea, Third Reader

1. screamed second half somehow grabbed dock kicked	2. packages remembered chores woodbox woodpile springlike plowed ripe	3. grasshopper young through safe	4. course ship excitedly reached aboard mighty grabbed flibbers deck
5. everywhere path bend upside cloth excitedly iron raised squeezed free	6. form moth young yucca	7. rose beautifully decked deerskin wampum golden pollen dawn larkspur earth grasshopper scattered	8. piling twigs firewood balanced bundle shoulders forget

Happy Times, First Reader

1. shook	2. 0	3. 0	4. neighbors skunk
5. bees stamped shook	6. crack	7. mountain clover	8. queer

Down Our Way, Second Reader

1. strawberries trailer	2. dairy weighed bottles	3. market peaches machine	4. goose invited crowed dug stuffed
5. hog pail different greedy	6. 0	7. everyone carrots flap	8. blade ant drown able gun

Stories From Everywhere, Third Reader

1. jungle forth queer spiders keeper hose squirted	2. village forgive angry hardly shouts trail forest	3. sheepskin trail cliff snakes biggest	4. smooth muddy journey worse travelers forest trails trouble themselves
5. strange lodge queer smaller sad understand meaning beaver rose birch settled valley	6. cart reached edge among sacks empty carefully crawled hidden slowly drove, through crowded, market	7. market carts buffaloes bamboo kite closer	8. adventure ahead cart

On Cherry Street, First Reader

- | | | | |
|---|-------------------------------|-----------------------|-------------------|
| 1.
buttons | 2.
mittens | 3.
zoom
candles | 4.
hoppity-hop |
| 5.
truck
organ
tink-tink
tinkle | 6.
brook, quack
bow-wow | 7.
hoppity-hop | 8.
puddle |

We Are Neighbors, Second Reader

- | | | | |
|---|------------------------------|--|--|
| 1.
0 | 2.
0 | 3.
neighbor's
groceries
popcorn | 4.
earn
chimney |
| 5.
truck
paste
stirred
overalls | 6.
airplane
trainman's | 7.
firemen
cellar
clinkety-clank
steam
shovel | 8.
roadside
donkey
silk
king |

Finding New Neighbors, Third Reader

- | | | | |
|--|---|---------------------------------------|--|
| 1.
reached
clap
schoolhouse | 2.
magpie
smart
shoulder
chattering
softly | 3.
awake
surely
roadside | 4.
below
cliff
tiny
eagle's
stuck
shout
outside |
| 5.
didn't
blanket
meadow
spend
carts
plow
sunup
sundown
friendly
gruff
wasn't | 6.
balcony
tape
dragon's
reached
below
frightened
parade | 7.
program
downtown
elevator | 8.
through
tumbled
thieves
frightened
giant
braver
thief
candle
toward
fireplace |

Read and Make Believe, First Reader

1. lark meadow wise owl shark sparks faster	2. imagination clover luck four-leaf	3. trade football sweater driver nickies	4. safe young bold doorway shadows
5. edge meadow poked bold	6. colt poked slowpoke maybe faster	7. tumbling softly riddle smart maybe	8. maybe

All Through the Year, Second Reader

1. detective yourself someone isn't maybe	2. fellow wrong shouted trouble fault wagging	3. pajamas everyone smart wrong hero	4. cabin sweater button crow swooped shouted gang tumble
5. champion team isn't forget side-kick didn't grinning	6. wrong kids anyway snowmen life haven't ideas imagination important tumbled snowman	7. backyard softly middle blossoms ting-a-ling doorbell	8. everyone agreed keen idea gang puzzle couldn't trouble harder course job

From Faraway Places, Third Reader

1.
fellow
disappointed
vacation
tiresome
shadowy
sunny
tumbled
edge

2.
ragged
serape
burro
reins
broken
taken
wrong
safely
stall
market

3.
strange
mind
everyday
greatest
maybe
carefully
artist
footsteps

4.
since
valley
shouting
twinkling
fair
noisier
streetcar

5.
cabin
peddler
tasty
mouthful
middle
cherry
brave
anywhere
blossoms
new-fallen
nibble-nibble
hardly
full-sized
dared

6.
peddler
cabin
middle
lift
latch
hang
kettle
creatures
thieving
hardly
full-sized
blackbirds
flocks
ripening
cherries
return
sweetly

7.
gull
smoothed
quickly
newcomer
unhappy
since
hatched
henhouse
join

8.
map
bulletin
someone
costume
naive
tiresome
job
none
ancestors
magazines
newspapers

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